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A two volume, 200-item bibliography with English abstracts of books and articles in English and French dating from 1957 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and educational administration in North Africa. Less extensive sections deal with: (1) educational philosophy, theory, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, and ED 031 123. (RL)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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Vol. 3 No. 2 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A I. "Charte des Manuels et Moyens Pédagogiques de l'Enseignement du Premier Degré" (Chart of the Manuals and Pedagogical Methods for First Degree Education). Ministère de l'Orientation Nationale, Algiers 1964, 11 pp.

As soon as it achieved its Independence, Algeria made a fundamental decision which it had incorporated into its Constitution. Specifically, the desire was to spread the Socialist and Arabo-Islamic ideologies.

In Article 26, the Charter of Algiers defines Algerian culture as being Nationalistic, Revolutionary and Scientific. As a national education, Algerian education will first of all make the Arabic language the expression of the cultural values of the country, and restore to it its dignity and its effectiveness as the language of the country. To attain this goal, it will endeavor to collect, re-evaluate and spread knowledge of the history of Algeria, and its classical and modern culture so that it can be reintroduced into the intellectual life and into the education of the society.

The form and contents of the education will be revolutionary, and will in the end strive to dispense a scientific culture.

L 2. "Development of Educational Planning and its Machinery in Libya", Ministry of Education, Tripoli, 1966 - 20 pp.

The aim of educational planning was to create the "human capital" needed to achieve the objectives of the Economic and Social Plan, and to become the means for solving problems facing the following operations:

1) To make up for the deficiency of trained and highly skilled manpower and decrease the large number of unskilled labor.

2) To adopt educational priorities in order to attain the greatest results in the shortest time.

3) To achieve a balance between the special needs of general education and the special needs of technical and vocational training.

4) To organize the expenditure on education with the view of attaining the best results for development in all fields and at all levels.

5) To reorientate education to enable it to face the requirements of economic and social change in the long run, by making use of the scientific applications in its various fields.

M 3. "L'Enseignement des Mathématiques dans le Second Degré" (Teaching of Mathematics in High School), *Ministère de l'Education Nationale (Division Pédagogique), Programmes et Instructions Officiels*, Rabat 1962, 235 pp.

This work is divided into four sections:

1. General aims of this education
2. The place of mathematics
3. General pedagogical considerations concerning the teaching of mathematics
4. The pedagogics of mathematics.

"A tool of remarkable use", according to Montaigne, incomparable instrument for training one to reason; first class means of awakening and developing in the student creative power by a rediscovered pedagogy based on thorough knowledge of mental processes. Mathematics certainly merits the important position reserved for it in long secondary education.

M 4. Bourgeois, "L'Univers de l'Ecolier Marocain" (The World of the Moroccan Student) *Ministère de l'Education Nationale*, Rabat 1959, 101 pp.

Young Moroccans instructed under the Western system in public schools undergo different influences in their family milieu and in their school milieu. Their education advances on two different planes, which they have not been able to bring into accord. The young people in schools very soon begin to feel ill at ease because of this discordance, and sooner or later try to find a balance.

In this book Mr. Bourgeois attempts to examine their attempts to synthesize or make a compromise, by presenting a picture of the world and of society, that they might have. In a clear and concise manner he outlines firstly, the opinions of the students on nature and the external world, and secondly, on man, his place in society, his destiny.

T 5. "Perspectives Décennales de Scolarisation" (Ten year Plans for Education), *Secrétariat d'Etat à l'Education Nationale*, 1958, 31 pp.

It can be definitely stated that a reduced or slow-moving educational policy implies a choice of under-development (or at the very least , a resignation to the perpetuation of economic and social under-development), and that by contrast, an educational policy horizontally generalized and vertically extended, conditions the success of every plan of transformation of the economic and social structures of the Nation.

The author of this report speaks out against those who favor the slow development of education, those who are afraid of financial sacrifice, and who fear that there will not be enough work for all the intellectuals. These people, says the author, have a static view of life, especially of the economic and social development of the country.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 6. "Etude Concernent le Programme de Production des Moyens Pédagogiques pour l'Enseignement Primaire" (Study Concerning the Program to Produce Pedagogical Material for Primary Education). Sous-Direction des Etudes de la Recherche Pédagogique, Algiers, 1964, 18 pp.

When the government decided to allocate 25% of the budget to education, it was necessary to be certain that this investment was used to the best advantage. The two main difficulties were the lack of qualified personnel and the misuse of and the absence of teaching material in the classrooms.

These problems were brought to the attention of the authorities. It is now 18 months since the plan for the cultural and vocational training of primary school monitors was begun. It is operating satisfactorily, along with projects concerning training and refresher courses for other categories of teaching personnel.

As for supplying the schools with pedagogical material, this was delayed for a long time by the difficulties of implementing a radical reform in the educational system. Now that the reform has defined its ends, that the government options concerning education have been decided upon, and the official schedules and programs have been conceived, it is possible to begin supplying schools with pedagogical material.

A 7. "Réalisations au Niveau de l'Education Nationale" (Achievements at the National Education Level), Ministère de l'Orientation Nationale, Algiers, 5 pp.

Within the framework of the large number of governmental options, the policy of intellectual investment developed around two principles:

I. Creation of an Algerian National School

2. Creation and structure of a socialist and revolutionary education.

School investments are given priority. This explains the important governmental measures directed particularly at the re-evaluation and at the provision of intellectual material and equipment.

A 8. Jooris: "Rapport d'Ensemble sur l'Année Scolaire 1962-63 en Algérie" (Report on the 1962-63 School Year in Algeria), 25 pp.

The report is divided into six parts:

a) the situation of education in Algeria at the beginning of the 1962-63 school year;

b) progress realized during the year;

c) detailed description of the present situation;

d) aid given to this date by UNESCO;

e) perspectives for development of the national education system for the 1963-64 year;

f) propositions for action by the team of experts from UNESCO for the period from 1964-66.

A 9. "Algérie An II" (Algeria Year II), Ministère de l'Education Nationale, Algiers, 1962-64, 263 pp.

This book exposes the political, economic, diplomatic, and social situation of Algeria, two years after its Independence. A special chapter is devoted to education and culture (pages 175-191). It deals with the achievements in all fields of education and at all levels, as well as the policies of the government in educational matters.

L 10. "Education and the First Economic and Social Development Plan", Ministry of Education, Tripoli, 33 pp.

The economic and social development plan for the five year period from 1963-68 is the first plan to have been executed in Libya. The plan includes the field of education, which it considers to be "the human capital" needed to realize the objectives of development.

The plan defines the aims in the light of the aims of the general plan. The principles underlying the educational policy adopted since 1963 were formulated with the view of ensuring progress in education within the framework of the educational plan. This paper treats the plan from the following angles:

- the position of education in the plan

- educational growth since 1963.
- appraisal of the quantitative growth of education.
- appraisal of the qualitative growth of education.
- measuring educational growth to the manpower needs of the country.
- the experiment of the first plan, and the requirements of development from an educational planning point of view.

L 11. "Report on Educational Development in 1965-1966 Presented to the XXIXth International Conference on Public Education". Ministry of Education, Geneva, 1966, 14pp.

A brief report is given indicating the development in Public Education in the kingdom of Libya during the 1965-1966 school year.

Examining the approved budget, it should be observed that public education had reached a significant level of development in the number of student enrolments, in services and facilities provided.
In addition, an allocation of 44,690,000 Libyan pounds was provided for education under the five year plan for the 1966-67 school year.

L 12. Le Seelleur. "Report on the Organization of Educational Statistics in Libya", UNESCO, 1963.

The development and administration of education in Libya are carried out by a Federal Ministry of Education and by Nazaras (Departments) of Education in the three provinces of Tripolitania, Cyrenaica, and the Fezzan. The Ministry of Education is responsible for general education policies, for establishing curricula, the selection of textbooks, awarding of scholarships and the administration of the University of Libya. The Nazaras are responsible for implementing these policies and for the construction and operation of the public schools. They also exert considerable control over private schools.

Upon the request of the government of Libya, UNESCO recruited Mr Le Seelleur (Canada) to reorganize the collection of statistics on education.

M 13. "Formation des Cadres de l'Enseignement" (Training of Teaching Personnel), Ministère de l'Education Nationale, 1963 14pp.

In 1961 a special bureau at the Ministry of National Education was created : The Division for the Training of Personnel.

...

This division was responsible for:
- assuring the training of all teaching personnel under the General Direction of Education (all establishments designed to train personnel are placed under its authority).
- following the operation of and coordinating the activity of the establishments that trained personnel.
- giving general information and making recommendations concerning the training of personnel.

M 14. "Constructions Scolaires Rurales" (Rural School Construction). Ministère de l'Education Nationale, Rabat 1958.

The effort undertaken in rural school construction has enabled the construction of approximately 400 classes, of boarding facilities, workshops and other buildings. The program has been carried out by using both private and public means and by using both traditional and more modern (prefabricated units) methods of construction.

The expenses have been reduced by about 30 to 50 % in relation to the completely traditional methods under similar conditions of accessibility and for the same type of building (surface, light, ventilation, quality of construction),

T 15. "Administration Scolaire" (School Administration) - Annuaire International de l'Education, Vol XXV, UNESCO, 1963, p 440.

Administrative measures were taken in May 1963 instituting offices for examinations and fellowships, social work, external relations and UNESCO. The number of inspectors was increased in all branches of education.

The budget for national education increased by 14.39 % from 1962, which represents 25 % of the general state budget. The building of schools is carried out by the state for higher, secondary and middle education and for boarding schools; it is the responsibility of public collectivities, with government assistance, for primary education. The number of rooms in Primary Education increased by 25.69 % in 1963. Work was already started for the building of a University in Tunis.

EDUCATIONAL STATISTICS

A 16. "Informations and Statistics" (Statistical Information), Sous-Direction de l'Orientation et de la Planification Scolaire, Algiers 1964, 68 pp.

The various statistical tables published in the bulletin provide information on the situation of education throughout Algeria.

The number of pupils as well as teachers is presented numerically and graphically. Within each type of education, the distribution according to ethnic origin and sex has been shown. Whenever possible the distribution of pupils has been made according to "departments" (regions) rather than according to academic inspection areas.

Concerning public education, the breakdown of students by course of studies and by years has been done only for Algerians as the proportion of non-Algerian is negligible.

L 17. Morrisson "Education in Libya : A Statistical Survey and End of Tour Report", 1960, 33 pp.

This report is a quantitative survey of educational development in Libya, as it appeared in 1960, from the best governmental and Libyan-American Joint Services statistics available. It is an attempt to draw together in one place the basic educational data for Libya. The report is an account of the total Libyan public education program, with some future projections, and reflects the contributions of American technicians and United States aid funds.

L 18. "The Development of Education in Libya", Ministry of Education, Tripoli, 28 pp.

The education policy in Libya, with its extensive aims has done much to advance education in that country. Taking into account that the new policies have been in effect for only fifteen years, and assessing the achievements that have been made, especially compared to what other developing countries have accomplished, one realizes just how much of an advance this has been.

The following are statistical data showing the increase in the volume of education at all levels and of all types :

- elementary schools	1950 :	22,115
	1964 :	169,191
- preparatory schools	1955 :	2,585
	1964 :	17,711
- secondary schools	1950 :	300
	1964 :	3,881
- vocational technical schools	1950 :	237
	1964 :	703
- teacher training institutes	1950 :	89
	1964 :	1,416.

L 19. Rummel: "Need for Expansion and Modification of the Teacher Training Program in Tripolitania in the Next Five Years". Libya 1957, 14 pp.

1. Only about 4% of the total number of elementary school pupils enrolled pass the examinations for the elementary certificate.
2. About 80% of the elementary school graduates enroll in the preparatory schools. Many of the remaining graduates take additional training in the teacher training colleges and the vocational schools.
3. Of the number of pupils entering the preparatory schools, about 90% advance to the second year. Of this group, approximately 60% complete the second year and pass the examinations for the preparatory certificate.
4. About 90% of the graduates of the preparatory schools enroll in secondary schools. A number of the remaining graduates take additional training in the special course of the Men's Teacher Training College and in the higher sections of the Clerical and Technical Schools.
5. Of the number of pupils entering the secondary schools, about 90% advance to the second year and about 80% to the third year. Of the third year pupils, approximately 60% complete the third year and pass the examinations for the secondary certificate.

L 20. Le Seelleur: "Report on Forecasts of School Enrolment in Libya", UNESCO, 1963, 28 pp.

This report is the third of a series on education statistics for Libya. In the Fall of 1962, the writer spent four months studying the educational system and the statistical needs of the three provincial Nazaras of Education and of the Federal Ministry of Education, and in designing a set of report forms to provide basic statistics on schools, teachers, classes and pupils.

The system of education in Libya is a 6-3-3 system with teacher training at the intermediate level for girls and at the secondary level for boys. A post secondary teacher training college is planned. Vocational courses are offered at the preparatory and secondary levels. The University of Libya and the Institute of Advanced Technology are open to secondary school graduates.

M 21. "L'Enseignement au Maroc" (Education in Morocco). Service de la Planification et de la Carte Scolaire, Rabat, 1963, 32 pp.

This brochure contains a general picture of education at its different levels with yearly statistics which can be compared.

For example: in primary education the number of pupils has risen from 148,000 in 1950 to 793,100 in 1960. The number of teacher-training institutions has risen from 45 in 1955 to 1,100 in 196I.

M 22. "L'Enseignement au Maroc" Informations Universitaires et Professionnelles Internationales, No. 21-22, January-June 1963, Paris.

This article contains a study of the progress of education in Morocco since Independence and the large problems being faced by national education.

From 1912 to 1960, the total number of Moroccan pupils in public education developed as follows:

Year	No. of Pupils	% Increase
1912-13	5,000	120%
1920-21	11,000	105%
1930-31	22,500	104%
1940-41	45,900	104%
1950-51	148,900	224%
1960-61	793,000	433%

T 23. "La Rentrée en Tunisie" (School Opening in Tunisia) Maghreb, No. 12, 1965, p. 23.

According to the speech given by Mr. Masmoudi, Minister of Education, on October Ist 1965, more than 800,000 children entered school that year. It appears that the estimates of the 3 year plan (1962-64) were entirely fulfilled and even surpassed. Ever increasing funds granted to education have made Tunisia the pilot-state for education in the Maghreb: 26.4% of the national budget was spent on education in 1965. The article also gives information about the number of newly constructed schools, about teaching staff, and about extra curricular education.

T 24. "Développement Quantitatif" (Quantitative Developments) Annuaire International de l'Education, Vol. XXV, UNESCO, 1963, pp. 441-442.

A table gives some statistical information about the number of pupils and teachers in 1962-63. The figures show an increase since 1962 in the number of students at every level of education, especially in normal education (+ 26 %); in this branch of education the number of teachers increased by 33 % since 1962.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 25. "L'Organisation de la Recherche Pédagogique". (Organization of Pedagogical Research), UNESCO, 1966, Genève, pp 2-3.

The administrative office for pedagogy in the Ministry of National Education is in charge of the study, experimentation and development of pedagogical means needed by Algeria. Pedagogical research encompasses the complete reorganization of school programs and methods, and is applied according to the most recent advances of psycho-pedagogy. Techniques and methods for research and control are tested in experimental classes. Pedagogical researchers, who are selected from among teachers, professors and inspectors are trained at the University of Algiers.

International help includes documentation and experts sent by UNESCO and by the countries which have special conventions with Algeria for cultural cooperation.

In 1966 no plans for pedagogical research were made, except to coordinate all the actions thus far undertaken in this field.

A 26. "Plans d'Etudes, Programmes et Méthodes" (Study Plans, Programs and Methods). Le Mouvement Educatif en Algérie en 1962-63 - Annuaire International de l'Education, Vol. XXV, UNESCO, Genève 1963, p 14.

The Arabic language is now being taught in primary education, as is Algerian history and geography. The main objective of the Board of Education is a progressive Arabization of teaching : 7 hours a week in primary education and 8 hours a week in secondary education are dedicated to the Arabic language. An editorial board has written books in Arabic and a provisional list of books which could be used in Algeria was established.

L 27. "Conférence Internationale de l'Education Publique : XXIX° Session, 1966" (International Conference on Public Education : XXIX° Session, 1966). UNESCO, Publication n° 293, p 79.

The representative of Libya outlined the efforts made to train teachers by the creation of the Advanced College for Teacher Training and the Faculty of Arts at the University of Libya. Training is geared to the selection of education in which the teachers will work - primary, secondary, or higher education. Because of the lack of teachers, graduates from all the Universities are obliged to serve as teachers for 2 years, usually in one-teacher village schools.

The exodus from rural areas has been a serious problem in Libya especially when oil was discovered in 1959. Measures were taken to interest the rural youth in agriculture. The new ruling of 1965 deals with education of handicapped children, especially the blind . Literacy campaigns reached 77.6 % of the population in 1964. The percentage of girls in schools increased by 102 %. Instruction is given in Arabic, but English is taught in the lower years of secondary education, and French in the higher years of secondary education.

M 28. "Plans d'Etudes, Programmes et Méthodes" (Study Plans, Programs and Methods). Annuaire International de l'Education, Vol. XXV, UNESCO, 1963, p280.

Study plans especially concerning bilingualism, were restructured in order to unify primary education throughout Morocco. In June 1963 a Moroccan Baccalaureat and a technician diploma were created. Methods should take into account the specific conditions of education in Morocco (i.e. generalization of education, school population, social environment, material conditions, teaching staff) and the objectives of the five year-plan. Thus, the teaching of the French language was reorganized, and a new audio-visual method along with 175 broadcasts for the teaching of English was worked out. No new school books were adapted but a printing outfit was to be created by the Board of Education in 1963, in order to dispense all necessary pedagogical materials.

M 29. "Briefing Document for the Educational Investment Programming Mission", UNESCO, 1963, 13 pp.

These notes have been prepared for the purpose of providing general information on the background, and economic and educational situation of Morocco. Figures are included to give a general picture of the relative importance of the subject concerned, and for purposes of comparison. They are not necessarily an exact reflection of the situation as it stands today. A bibliography of the published works on which these notes are based is attached, under the title of UNESCO

Mag. 30. "L'Enseignement en Afrique du Nord" (Education in North Africa) Maghreb, N° 1, 1964, p 53.

Education in the Maghreb is characterized by considerable progress in primary education; the rate of children attending secondary education and higher education classes however remains low. In these three countries, development of education was possible only because of the large number of foreign technical teachers, the interesting conditions for the enlisting of teachers in primary education, the reduction of the teaching schedules and the large part of the national budget devoted to education.

T 31. "Educational Development" International Bureau of Education, year 41, 3rd quarter, 1967, No. 164, Geneva, IBE-379.827 (611).

A grant of 13 million dollars has been awarded to schools in Tunisia by the International Development Association, a subsidiary of the World Bank. This will help to offset the shortage of senior staff, and more students will be able to enter the university. Sixteen secondary schools will be equipped and 15 others built and equipped, together with three agricultural training centres. Secondary education will thereby acquire 19,700 additional places-more than 40% of those estimated in the current Tunisian Four Year Plan. The equipment of the 16 schools will enable 27,000 students to receive better teaching and sounder training.

T 32. "Structure et Organisation de l'Enseignement. Plans d'Etudes, Programmes et Méthodes" (Structure and Organization of Education. Study Plans, Programs and Methods). Annuaire international de l'Education, Vol. XXV, UNESCO, 1963, pp. 442-443.

A new accountancy and secretarial school was created and the normal school for teachers was linked to higher education.

In primary education, modifications were introduced in the teaching of mathematics, history, and grammar. In secondary education, the programs planned by the 1958 reform are still being gradually applied: the number of hours was increased for literature, mathematics, physics, history, geography and economics. Moreover, philosophy was included in the 6th year of commercial teaching. Some new books were issued for the teaching of Arabic literature in primary and secondary education.

T 33. "Les Plans Triennal et Quadriennal ont prévu 400 Dinars Environ Par Elève" (The Three Year and Four Year Plans Estimated Approximately 400 dinars per Pupil), La Presse, April 30, 1969.

After Independence, the new Tunisian government was faced with the task of reforming the education system. This involved developing a program that would reunify and renationalize education and which would supply the country with the skilled labor that it needed, and establishing a plan by which everyone would be able to receive education. It was hoped that in ten years (from November 1959) all children would receive primary education, and that secondary and higher education would be extended.

Two problems had to be overcome : the lack of school buildings and the lack of teaching personnel. While the first was in theory, easy to overcome, the second proved more difficult. Since October 1968, special efforts have been undertaken to train monitors for primary schools.

Statistics are given concerning the increase in school population from 1958 to 1968, along with information on school construction and teacher training.

EDUCATIONAL ORGANIZATION

Primary Education

L 34. Babbitt : "Programme de Lecture dans l'Enseignement Primaire" (Reading Program in Primary Education). Libya 1958, 61 pp.

This book stresses the fact that educators must plan their programs completely and thoughtfully. To do so, it is necessary to be aware of the various factors that cause a child to blossom and to be aware as well, of the means of achieving them. In this way it would be possible to avoid the use of any methods that would be damaging either psychologically or physiologically. Research and studies on children that have been carried out during the past few years have enabled educational researchers to enumerate the factors that bring the most and the best out of children. This publication is based on all the works so far carried out by experts in the field of reading, and the valuable information that they have to offer.

T 35. "Méthode Expérimentale pour l'Enseignement du Français en 4° Année Primaire" (Experimental Method for the Teaching of French in the 4th Year of Primary School), Centre Didactique et Audio-visuel, 5 sections.

The first section suggests a yearly program for the teaching of French in the fourth year of primary education. The basic structure of the language has been outlined and is reviewed in the work exercices. For each exercise there is a story (which may include an illustration), a vocabulary and the substance of the lesson. The other four sections deal with the written language.

The oral training is systematically given according to progressive fundamental variables which are based on phonetics.

T 36. "Evaluation de la Méthode Expérimentale pour l'Enseignement du Français en 3e Année Primaire" (Evaluation of the Experimental Method for the Teaching of French in the 3rd Year of Primary School), Centre Didactique et Audio-Visuel, Tunis, 30 pp.

The educational reform has resulted in the discontinuation of the teaching of French in the first two years of primary education. This same reform also reduced the number of hours of French teaching so that now the pupil receives only 1650 hours of French in four years.

This reduction, however, should not prevent the pupil from being able to write a paragraph correctly and to easily understand texts of a certain difficulty upon completion of his primary school studies.

What must be done is to find a method to make the hours in French more effective so that the level is not lowered.

T 37. "Programmes Officiels de l'Enseignement Primaire" (Official Programs for Primary Education), Education Nationale, Tunis, 1958, 12 pp.

In a well-built educational structure, the rigorous arrangement of the successive stages of education gives each a clearly defined role. That of the primary school is to put at the disposition of the child the basic tools of his culture, and the basic learning skills which will enable him, when he enters secondary education or takes an apprenticeship course, to prepare the vocational and social aspects of his life.

To fulfill this role, the primary school must limit itself and must not smother the child with a mass of facts that he cannot assimilate. His age and the imperfect means which he has at his disposal, will prevent him from as yet being able to profit from a vast knowledge. It is necessary to avoid letting primary education impinge on the responsibilities of secondary education.

T 38. "L'Enseignement Primaire". (Primary Education), Rapport de la Commission Nationale de l'Enseignement, Secrétariat d'Etat à l'Education Nationale, Tunis 1968, pp. I-10.

This survey was submitted to the President of Tunisia by the National Commission of Education which after defining its methods of investigation and the questions to be studied, undertook a study of primary education under the following categories: language and teaching methods, the future promised to pupils, teaching staff and teaching orientation, reduction of the number of children in the classes, curricula, weekly timetables, text books, school age, generalization of co- education, and duration of primary education. This report gives some of the recommendations made by the Committee.

Secondary Education

A 39. "Les Langues Vivantes dans les Ecoles Secondaires d'Enseignement Général" (Modern Languages in Secondary Schools for General Education). UNESCO, publication No. 267, Genève 1964, p. 3.

Modern languages (English, German, Spanish, Italian, Russian) are taught in secondary schools for 5 years; Arabic and French are taught in primary schools. The teaching of modern languages is intended to acquaint the pupils with foreign languages and civilizations: The methods used are based on material on economic, artistic, scientific and sports activities. Since 1963, only one foreign language has been obligatory instead of 2. Teaching of languages is done by specialized teachers, but they are not numerous enough in the interior parts of the country. Although most of the teachers are French, some come from other foreign countries whose languages they teach.

M 40. "Les Langues Vivantes dans les Ecoles Secondaires d'Enseignement Général" (Modern languages in secondary Schools of General Education). UNESCO, No. 267, Genève, 1964, p. 117.

French is taught in both primary and secondary education; the other foreign languages taught in secondary education are English, Spanish, German, Italian, Russian. For the learning of the French language, the first three years are dedicated to theoretical and practical studies; the last threeyears allow the pupils to become acquainted with French thought. This teaching includes written and oral exercises, examinations with translations, and composition. Direct methods are used together with audio-visual means. There is no coordination between foreign teaching and other branches of education. Except for Arabic and Islamic education, teaching is given in French.

The teaching of modern languages is done by specialized teachers of French, Spanish and British nationality.

T 41. "L'Enseignement des Sciences Physiques" (Teaching of the Physical Sciences). Bulletin Pédagogique, Secrétariat d'Etat à l'Education Nationale, Tunis, 1968, 242 pp.

This bulletin contains the following chapters : Methods, The Study of Mechanics, The Teaching of Chemistry, a Scientific Vocabulary, Experiments, Documents. It is directed primarily towards teachers. It works on two different planes : on the one hand it calls attention to general problems related to education in Tunisia and to relations between teachers, and on the other hand, it devotes special issues (like the present one) to more specific and well-defined subjects.

T 42. "Revue Pédagogique pour l'Enseignement Moyen et Secondaire" (Pedagogical Review for Intermediate and Secondary Education). "Histoire et Géographie" (History and Geography), Ministère de L'Education Nationale, Special issue, Tunis, 1966, 219 pp.

In previous issues, this review was directed to all teachers and dealt with subjects relating to different disciplines and general topics. This special issue is devoted in particular to History and Geography teachers. These two subjects are dealt with in depth. What is especially interesting is the translation of technical words into Arabic, which will facilitate the Arabization of material that was previously studied in French.

T 43. "Les Langues Vivantes dans les Ecoles Secondaires d'Enseignement Général" (Modern Languages in Secondary Schools of General Education). UNESCO, n° 267, Genève 1964, p 178.

French, English, German, Italian, Spanish and Russian are taught in secondary schools, i.e. for 5 years. The first two years are devoted to the study of vocabulary and grammar, the next three years to the study of foreign literatures. Upon the completion of secondary studies, there is a language examination with translations. Modern language teaching (French and Arabic) is given in coordination with other branches of education. This education is given by specially-trained teachers of French and Tunisian nationality.

T 44. "L'Enseignement Secondaire" (Secondary Education). Rapport de la Commission Nationale de l'Enseignement. Secrétariat d'Etat à l'Education Nationale, Tunis, 1968, pp. 11-15.

The National Commission of Education proposed some general principles to be applied to secondary education, such as : to provide a general training allowing the pupils to develop their intellectual faculties, to train intermediate technical personnel in every branch of the nation's activity, to orient the particularly gifted pupils towards higher education.

Vocational Education

L 45. "Report to the Government of Libya on Vocational Training" International Labor Office, Geneva, 1966. 43 pp.

The principal recommendations, made in the light of the vocational training expert's mission, are as follows :
a) that existing and future vocational training programs be co-ordinated through the Vocational Training Coordination Executive Committee Secretariate to be established within the

Ministry of Planning and Development for that purpose;
b) that the pilot Vocational Training Centers envisaged under the Special Fund Project form the basis of a comprehensive vocational training scheme for the country;
c) that greater advantage be taken of the possibilities afforded by in-plant training programs in accordance with the proposals made for improving these programmes;
d) that a basic education programme be established for adults as well as evening classes to enable adult workers to train for more responsible jobs;
e) that action be taken to improve and reorganize the vocational education programme in accordance with the suggestions made by the expert or put forward in this report.

L 46. "Technical and Vocational Education in Libya", Ministry of Education, Tripoli, 14 pp.

An important step was taken in 1957 by the Ministry of Education, when regulations for technical and vocational education were issued.

The regulations provided for the organization of technical, commercial and agricultural education at three levels, intermediate, advanced and higher studies.

With the event of these regulations, technical and vocational education in Libya developed on stable foundations.

M 47. "Rapport au Gouvernement du Royaume du Maroc sur la Formation Professionnelle Rurale" (Report by the Government of the Kingdom of Morocco on Rural Vocational Training) International Labor Office, Geneva 1967, 77 pp.

Several studies on the organization of education and of agricultural training have been carried out in recent years by foreign experts. As a result of these studies it was decided that it would be useful to limit the activities of the expert from the International Labor Office to the problems of training young people from rural regions who have completed primary school. He attempted, by observing present circumstances and by taking into account the envisioned development of the structures - such as that planned for by the adoption of the 3 Year Development Plan and by the reforms planned for by the Minister of Education - to study the most urgent concrete measures that should be taken to answer the needs of this youth.

As well he examined, at the request of the Under Secretary of State for the Training of Personnel, what the consequences would be if the Minister of National Education carried through with his plans to discontinue the teaching of agricultural techniques in the first cycle.

T 48. "Rapport au Gouvernement de la Tunisie sur la Préparation Professionnelle des Jeunes Filles et des Femmes en Tunisie" (Report to the Government of Tunisia on the Vocational Training of Young Girls and Women in Tunisia), International Labor Organization, Geneva, 1966, 78 pp.

The problems of vocational training are directly linked to employment problems. Statistics from the employment office given to Mrs. M. Thibert, an expert in the field, have brought forth a certain amount of very useful information related to the situation of the female working force on the labor market.

These statistics show a substantial rise, from year to year, in the demands for work made by women, and along with this a parallel rise in the amount of the earnings needed by these women. But if there is a large number of unemployed women, it is because of the maladaptation of vocational training to the needs of the country.

T 49. "Concours d'Entrée au Centre de Formation des Bibliothécaires - Section des Aides-Bibliothécaires". (Entrance Examination to the Librarian Training Center - Department of Assistant Librarians) - La Presse, June 19, 1969.

This examination will take place in September 1969 and is open to Tunisians, both male and female, from 18 to 26 years of age. When admitted to the courses (which will last one year and will be followed by a six month training period) the student may receive a fellowship of 25 dinars a month.

The entrance examination includes a general composition in Arabic, another one in French, a translation from a modern foreign language, and a test of general knowledge. Students who have successfully passed the final examinations will be enlisted as assistant librarians.

T 50. "Inscription dans les Ecoles Professionnelles de la Santé Publique" (Inscription into Public Health Vocational Schools). La Presse, June 18, 1969.

Public Health Vocational Schools offer courses for those interested in becoming nurses aides (2 years), nurses for hospitals, hygiene services and sanitary services (2 years), radiology-technicians (2 years), laboratory staff (2 years), mid-wives and kinesitherapists (3 years).

The article presents a table of the salaries offered, from 18 to 25 Tunisian Dinars, along with a table of the job index scale. Medical aides benefit from the advantages of being civic employees and receive free medical care.

T 51. "La Formation Professionnelle : Une Source de Promotion" (Vocational Training : a Source of Promotion), La Presse, April 30, 1969.

The Tunisian authorities responsible for economic planning chose the promotion of man as one of their objectives, not only for social and humanitarian reasons, but because they realized that man is a nation's most precious capital.

The training of a qualified labor force, at all levels of the social hierarchy results from an educational system whose base is as wide and as democratic as possible. Tunisia's efforts in this field are characterized by planning, democratization and by a permanence which is at the same time progressive. This progressiveness constitutes the dynamic element of the system as it allows for improvements which in turn lead to improvements in the standard of living.

Background information on Vocational Training in Tunisia is given followed by the functions performed by the system as it is now in Tunisia.

Higher Education

A 52. Lacharrière : "Ecole Nationale d'Administration" (National School of Administration), Paris 1964, 13 pp.

A UNESCO mission was invited to Algiers to study, along with interested Algerian authorities, the problem of training administrative personnel in Algeria, to assist the Algerians in the formation of a training program and in research into training methods which could be used within the framework of the Algerian National School of Administration. In addition, this mission helped Algerian officials prepare a request for aid from the United Nations, more particularly from the United Nations Special Fund.

M 53. "Ecole Mohamedia d'Ingénieurs de Rabat" (Mohamedia School for Engineers at Rabat), United Nations Development Program, Paris 1967, 50 pp.

The Mohamedia School for Engineers was created in 1959-60 with the special assistance of the United Nations, UNESCO being the executing agent. It is the only Engineering School in Morocco.

The purpose of the present report is to give an appraisal of the experience of the past five years, to evaluate the achievements that have been made, the difficulties and problems that have been encountered and resolved, and to present, eventually, final observations and recommendations which can be made on the school. Information of a general nature concerning the execution of projects under the auspices of the United Nations Special Fund are also presented.

T 54. "l'Organisation de la Recherche Pédagogique" (Organization of Pedagogical Research). UNESCO, N° 287, Geneva, 1966, pp 145-145.

Various organizations connected to high schools and to the university are carrying out pedagogical research; the national center of pedagogical studies and training acts as the co-ordinating body. Pedagogical research has been directed since 1958 towards practical applications such as supplying didactic materials adapted to the needs of Tunisia, and providing the teaching staff with possibilities for continuous training. Techniques and methods used for the research are mostly experimental and statistical processes.

The results of these studies and their practical consequences are published in the "Cahiers d'Etudes Pédagogiques" (Books of Pedagogical Studies), in the Pedagogical Bulletin, and for the University, in the "Travaux du C.N.E.F.P." (Works of the National Center for Pedagogical Studies and Training). The staff is composed mainly of university professors and experts sent by UNESCO. International cooperation is needed for training the staff. The main objective is to train the staff necessary for pedagogical research.

T 55. "L'Enseignement Supérieur et le Renforcement de l'Encadrement" (Higher Education and the Strengthening of Personnel). Education Nationale, publication N° 2, April 1969, Tunis, pp 12-17.

The development of Higher Education, which was begun during the preceding 4 year plan, must continue in the following direction :

1. Completion of projects begun earlier (Faculties of Science, Medicine, Law, and National Engineering School, Higher Normal School).
2. Implementation of new projects and construction of new buildings (for cultural and social centers, and to facilitate decentralization of the University).
3. Introduction of new branches of education and the creation of new levels in existing disciplines so that it will not be necessary to complete as many courses abroad.
4. Formation of a systematic policy to encourage young people to pursue teaching careers.
5. Introduction of the study of Arabic into all years and in all Faculties of higher studies (in October 1968 Arabic was introduced into the first year).

In October 1968 there were 7,668 students in higher education in Tunis and 2,681 studying abroad. 691 students received a diploma from the University of Tunis in 1967-68. The university employs 355 professors and researchers.

In the coming years, vocational tests will be given to select students when they enter University and to direct them into areas of study that will enable them to contribute to their country upon graduation. Reforms in scientific and literary studies took place last October. They involved a change from the system of certificates to a system based on years of study. Reforms carried out in the Faculties of Law, Economics, Medicine and Science, at the Higher Normal School, at the Higher School of Agriculture and the National Engineering School are also outlined.

T 56. "L'Enseignement Supérieur" (Higher Education). Rapport de la Commission Nationale de l'Enseignement, Secrétariat d'Etat à l'Education Nationale, Tunis, 1968, pp 16-22.

This survey delineates the situation and the role of the University in Tunisia, specifically its relations with social and economical enterprises, with cultural organizations and popular education courses. Higher Education should be better coordinated and unified and teachers should be encouraged by increasing their salaries, indemnities and by supporting the work they do. A reform was brought about last year concerning study programs, improvement of the system of higher education with the creation of guidance committees, opening of scientific research centers, and training of specialized staff.

T 57. "Institut des Hautes Etudes Coopératives" (Institute of Advanced Cooperative Studies). La Presse, June 17, 1969.

This institute trains well-qualified personnel who can be immediately employed after a short orientation period. The course lasts 4 years during which the students receive a general university-level education, a knowledge of businesses and of the realities of a businessman's life. They have training periods in banks and several enterprises at the end of each year. The entrance examination (after baccalaureat) is composed of a composition on general culture, one in the Arabic language and 3 mathematics examinations. The oral examinations include examination in English and in another optional foreign language, in mathematics, geography and in general culture in French or Arabic.

T 58. "Pour l'Etablissement de Liens Organiques entre la Recherche et les Secteurs Economiques, Sociaux et Culturels" (For the Establishment of Organic Ties Between Research and the Economic, Social and Cultural Sectors), La Presse, April 30, 1969.

The article summarizes the discussions held on April 26-27 1969 and sponsored by the Faculty of Science. Dr. Ali Hili, Director of Higher Education and Research, and chairman of the colloquium, noted that until 1968 similar meetings had accomplished nothing. Last year, however, specific recommendations which have begun to be implemented, were drawn up.

The theme of this year's meeting was : scientific research to serve development. Although this theme was more limited than that of last year, the number and range of people involved was enlarged to include professors and researchers from the Faculty of Arts, Law and Economic Sciences, people from the National Economy and authorities from the economic and industrial sectors.

Discussions centered around the importance of drawing the University of Tunis, particularly the Faculty of Science, into the realities of the National Economy and of establishing a link between the University and industrial enterprises.

Mr. Bahroune, Director General of the Plan traced the development of Tunisia since Independence and several other speakers brought up points for discussion which resulted in several recommendations that are listed in the article.

ADULT EDUCATION

A 59. "Alphabétisation et Enseignement des Adultes" (Literacy and Education for Adults), UNESCO, N° 265, 1964, pp 5-7.

This survey is composed of two parts, the first one dealing with the action taken to achieve adult literacy. A national campaign was organized in July 1963 by a special commission which worked to produce material for teaching illiterates. Coordination between the several commissions dealing with literacy is ensured by a national commission. The campaign was financed by the government as private initiative in this area, was very slow; the consent of public opinion was obtained by explaining the aims of such a campaign. Every citizen knowing how to read and write could participate, but without remuneration. The first degree of literacy is reached when people are able to read a newspaper. Special books were printed and audio-visual means were used.

The second part of the survey exposes the teaching given to adults in public centers of education. Education for adults is quite different from primary education as it has a practical aspect aimed at a polyvalent education. Such education is planned according to special schedules. There are full time periods lasting from two to six months. Certificates of primary education can be obtained and certificates received at the end of vocational training periods indicate the specialization of the person concerned. There is no special secondary education for adults, but the public university offers, during evening courses, preparation for the "brevet élémentaire" and allows even the entrance into the higher education. Juridical education is available through correspondence courses.

A 60. "Rapport sur l'Education Ouvrière en République Algérienne Démocratique et Populaire" (Report on Workers' Education in the Democratic People's Republic of Algeria), International Labor Organization, Geneva 1967, 21 pp.

Two missions on workers' education sponsored by the ILO have preceded the mission that is the object of this report.

By sending two experts, the ILO answered the request made by the Algerian government which was anxious to satisfy the demands expressed by the General Union of Algerian Workers (U.G.T.A.). U.G.T.A. requested aid not only in developing and implementing an education program, but especially in the training of instructors capable of leading training courses for union members so that they can work not only in the various factories but also within the union.

L 61. "Eradication of Illiteracy and Adult Education" Ministry of Education, Tripoli, 36 pp.

The Ministry of Education, which is the official agency responsible for providing adult education and for the eradication of illiteracy, has already developed a systematic and realistic plan for achieving that objective during the next fifteen years. The Libyan Plan is closely related to the country's plans for economic and social development and links literacy with vocational training. Furthermore, it has integrated adult education with the general education system, thus providing continuous education. The plan is most concerned with, but not limited to, the productive age groups of the population, is conducted in stages with specific objectives and predetermined targets, and is supported by legislation.

L 62. Al Shawaf : "Two Years with the Adult Education Project in the Fezzan 1954-56", Benghazi, 1957 52 pp.

These notes are a daily record of almost all the events connected with the adult education program in the Fezzan during 1954-56. They relate events that occurred spontaneously, projects that were implemented, or ideas that not having reached the stage of actual application were postponed for the future to be realized in due course.

L 63. "Adult Education , September 1956-June 1964". UNESCO, Paris 1965, 33 pp.

General recommendations made by UNESCO to the Libyan government were :

1) The position of the Directorate of Adult Education at the Ministry of Education could be strengthened by the provision of the necessary experts in adult education, literacy and by the production of educational material for new literates.

2) The entire problem of adult education in Libya should be reviewed.

3) The aims of adult education in Libya could be more defined.

4) An exact definition of literates and illiterates in Libya might be made.

5) More detailed programs of adult education should be worked out.

6) Particular attention could usefully be devoted to the training of teachers in adult education methods.

7) Consideration should be given to the organization of National Literacy Campaigns.

8) Adequate provision should be made to supply new literates with suitable reading material.

9) Adult education might be given more publicity.

10) Adult education should be closely co-ordinated with other Libyan development projects.

11) Teachers' training in adult education should occupy a prominent place in the training programmes and further guidance should be provided by increased in-service training.

12) Programmes of study could be more closely adapted to the needs of all students whether they are trying to obtain certificates or not.

13) Subject matter in adult education centers could be reviewed with a view to closer adaptation to the educational level of the students and their particular interests.

M 64. Le Veugle : "Clés pour le Développement, Sept Années d'Education Populaire au Maroc" (Keys for Development, Seven Years of Popular Education in Morocco), Paris 1966, 244 pp.

Extra-curricular education includes :
- physical education and sports
- youth activities
- basic education for males
- basic education for females
- popular education
- supervised education

This distinction that is made between basic education and popular education rests in the real situation of Moroccan

Society, which is so diverse, especially concerning levels of instruction.

Basic education and popular education are both addressed to adults, but basic education operates at an elementary level and popular education at a higher level. Presently popular education reaches almost exclusively an urban elite composed of businessman, young civil servants, students, young teachers, professors etc. If one takes the statistics into account, it could be estimated that there are presently 900,000 adults who could be served by popular education in Morocco.

M 65. Sayed : "Anti-Illiteracy Campaigns in Morocco", 1964, 45 pp.

The report summarizes all the work done in anti-illiteracy campaigns from 1960 up to the end of 1964. The first step in the program was to create an experimental center to carry out all the investigations needed for the anti-illiteracy campaigns. The various activities of this center were divided into seven categories, i.e., the statistical laboratory, the testing service, the readability group, the experimental school, the documentation library, the printing and production unit and finally the broadcasting section.

The campaign itself is divided into three phases, the duration of each being three months. The first phase aims at teaching the basic skills, the second is concerned with the follow up process and adult education, and the third is reaching the functional literacy level.

Anti-illiteracy campaigns were first offered to selected groups in prisons, villages, towns, factories and workshops. Campaigns were extended after this pilot work to the regional level in the province of Béni Mellad, and then to the national level in the "nine provinces" project.

M 66. "Lutte contre l'Analphabétisme au Maroc" (Struggle Against Illiteracy in Morocco), Haut Commissariat à la Jeunesse et aux Sports.

Objectives :

1. Literacy of illiterate adults in Morocco.
2. Use of as short a time as possible.
3. Strict adherence to specified methods.
4. Minimum expenditure of money.
5. Interest in and results from this education in the daily life and work of the participants.

Methods :

1. Accumulation of statistics on illiterates.
2. Use of Arabic.
3. Creation of an interest in reading for adults.
4. Provision of reading material.

5. Campaigns against illiteracy.
6. Experimentation center which would serve as a central office for all the programs.

T 67. "Alphabétisation et Enseignement des Adultes". (Literacy and Education for Adults). UNESCO, Genève 1964, pp 173-177.

After Independence 78 % of the Tunisian population was illiterate. A first attempt to remedy this situation made in 1956 had no success but in 1963 there were 135 centers for social education, with 129 teachers for 8249 illiterate adults. This action was not really planned but efforts were made to train specialized teachers and to produce didactic material. This campaign is financed by the government and national organizations try to obtain favorable public opinion by radio broadcasts and movies. The program of the campaign also includes courses in geography, history and civic instruction. Courses are planned to last 2 years, the first one dedicated to reading, writing and calculating, the second one to general culture. Three special books were printed but the use of audio-visual means is not yet sufficient. The acquired knowledge will be supplemented by additional books and magazines, like "IKRA" (Read)

TEACHER TRAINING

A 68. "Personnel Enseignant" (Teaching Staff). Le Mouvement Educatif en Algérie en 1963 - Annuaire International de l'Education, Vol. XXV, UNESCO, Geneva, 1963, p 15.

The lack of teachers necessitated the recruitment of unqualified monitors for whom it was necessary to provide accelerated pedagogical training. Foreign teachers were recruited for secondary and higher education. UNESCO sent 56 teachers of technical and secondary education. Algerian teachers are trained in 6 normal schools. A center for accelerated training of pedagogical counsellors and monitors was created with the assistance of UNICEF. According to the political program of austerity in Algeria, the first year after Independence, all civil servants accepted a cut in their salaries. The teachers dismissed during the war were reintegrated; in view of the democratization of education, all Algerian students receive fellowships since Independence. UNESCO granted 19 fellowships in 1963.

L 69. "Teacher Training in Libya" Ministry of Education, Tripoli, 1966, 12 pp.

As education authorities all over the world recognize, the soundness of an education scheme depends on the quality of its teachers.

Libya has been doing its very best to supply suitably trained personnel for the various areas of its education system. The school is a mirror of the society within which it exists; thus, the aims and achievements of the education system depend on the background, both historic and economic of the country. Teacher training should stress the areas of education most needing development in the particular country concerned, and in Libya, it is suggested that the probable order in importance would be:

1 - Pre-service training of students for primary, preparatory, secondary and university levels.

2 - In-service training at two levels.
    a) for unqualified teachers
    b) for qualified teachers.

L 70. Soliman: "Audio-Visual Aids at the Fuehrat Center December I960 - July I964" UNESCO, Paris 1965, I9 pp.

The Fuehrat Center started its program in January 1958. Its aims were to assist in the training of rural teachers and village workers and to experiment with appropriate teaching materials for Libya.

The Fuehrat center was the first and only institution which concerned itself with adult education activities since its conception, and which worked hard to stimulate reflection and action in this field. It has helped not only in providing the rural schools with better teachers, but also in improving the quality of teacher training.

M 7I. "Personnel Enseignant" (Teaching Staff) - Annuaire International de l'Education, Vol. XXV, UNESCO, Genève 1963, p. 28I.

The training of monitors and teachers was reorganized including the training of Arabic-speaking monitors. For the latter, written examinations on religion and civic education will be in Arabic. Training will be improved through correspondence courses in order to raise the level of the general and pedagogical knowledge of the teachers. 60% of the teachers in Primary Education attend these courses. Special books for Mathematics, Sciences and Arabic were printed with the aid of UNESCO.

Training periods will allow teachers to become acquainted with various pedagogical and administrative questions. School directors will have special training periods.

T 72. Teachers Abroad, Research in Comparative Education", International Bureau of Education, UNESCO 1966. Publication No. 289, year 41, 1st quarter 1967, No. 162, Geneva.

a) Teachers will be sent abroad when they are applied for by the countries concerned, according to Tunisia's capacity to supply them.

b) The efforts to train higher teaching staff do not cover all the needs because of the rapidly increasing number of children attending schools at present. There will be a need for about 2000 foreign teachers for the next years, after which fewer will be required. The collaboration of French-speaking countries will continue to be solicited , especially from France and Belgium since there are agreements for cultural and technical cooperation with these countries.

T 73. "Personnel Enseignant" (Teaching Staff) - Annuaire International de l'Education, Vol. XXV, Genève 1963, p. 443-444.

The lack of teachers has been greatly felt since Independence, especially in secondary education for scientific and technical teaching and in higher education for mathematics. Training of teachers for primary education is provided through training courses in which audio-visual means are used, in France and Switzerland. In secondary education, Tunisian and French inspectors are responsible for providing refresher courses for the teachers. There are also correspondence courses available to technical teachers.

A new status was introduced in 1963 for teachers in higher education.

T 74. "La Penurie de Personnel Enseignant Primaire" - (Lack of Teachers in Primary Education), UNESCO, No. 255, 1963, pp. 189-192.

The lack of teachers is due to the rapid extension of education since Independence. There is a greater need for women than for men teachers, in each district. In 1963 there were 9500 teachers, but Tunisia needed at this time 14,937 teachers. This situation is due to the increase of population along with obligatory schooling and the difficulty of hiring teachers.

The measures taken to remedy such a situation consist mainly of financial help and material advantages being granted to teacher trainees, rapid training (in one year) of teachers, and the use of unqualified staff such as 1st and 2nd category monitors. Special measures were adopted concerning foreign teachers (from France, Belgium, Algeria and Switzerland).

Arrangements were made to make the teaching profession more attractive. For example, teachers are completely excused from military obligations, and the number of hours in primary education were shortened.

The only foreign help is due to cultural and technical cooperation agreements between France and Tunisia.

T 75. "Le Personnel Enseignant à l'Etranger". (Teaching Staff Abroad). UNESCO, No. 289, Genève, 1966, p. 115.

There are Tunisian teachers presently working in other Arabophone countries. They were requested from Tunisia by the Ministries of Foreign Affairs of these countries, which guarantee them certain legal and material benefits.

There were, in 1966, 1923 foreign teachers teaching in Tunisia. The Tunisian Embassies ask for teachers in France, Switzerland, Belgium and the USA. Foreign teachers, like Tunisian teachers are regularly inspected as Tunisia expects them to have a high professional calibre. They receive legal and material benefits in Tunisia.

In spite of great efforts made to train Tunisian teachers, for the next years Tunisia will still need about 2000 foreign teachers annually, especially from Francophone countries. Tunisia has special conventions with France and Belgium for technical and cultural cooperation.

T 76. "Recrutement au Secrétariat d'Etat à l'Education Nationale" (Recruitment by the Secretariate of State for National Education). La Presse, June 11, 1969.

The Secretariate of State for National Education is recruiting teachers and monitors of the 1st and 2nd category in order to fulfill the needs for educational staff for September 1969. Accelerated training courses during the summer, should provide a sufficient professional level.

Other candidates will have a longer training period (from November 1969 to July 1970) before being appointed as temporary teachers ("interimaires") in September 1970.

TEACHING AIDS

A 77. "Cours Programmé d'Algebre" (Programmed Course in Algebra). Ministère de l'Education Nationale, 1966, 136 pp.

In April, Algeria presented to the International Colloquium at Algiers, a pedagogical experience full of promises: " the experience of programed and televised education".

The method consists of a fine combination of programed and televised teaching techniques, a combination which gives these complementary techniques a maximum of efficiency.

The programed lessons enable the children to work alone, at their own speed, at times convenient for them and without the presence of a professor.

The televised lessons which are alternated with the programed lessons, bring with them, along with the warmth of a human presence, wide possibilities in the field of visualization. These lessons present in a new more vivid manner the notions studied by the pupil on his own.

Learning exercises follow the lessons. Correction of these exercises is done at two times: first, individually by using answer sheets which give answers and explications which are necessary for good comprehension, followed by a type of review on television.

A 78. "Je Me Libère de l'Ignorance" (I Am Free of Ignorance) - Commission Centrale d'Alphabétisation, Algiers, 2 Vol. 192 pp.

This manual was prepared not for children, but for young people and adults; it is a "method" of giving them a better comprehension of the world in which they live, to enable them to know, to judge, and to participate in the social life of their country.

The method chosen is a "mixed" one. On the one hand, a key phrase in which the words are learned as a whole is presented; from this phrase, repeated many times, recognized, and whose meaning is fixed in the mind, the person begins to distinguish words, then syllables and finally sounds. These sounds, isolated, will serve to form new syllables, then words then phrases.

Thus learning will not be monotonous; the student passes from a method of analysis to one of synthesis. To aid the memory, key words recur frequently in the first lessons.

In the second part texts are presented which it is hoped will facilitate the social adaptation of the readers. They find practical advice, and answers to questions that they might ask themselves in their day-to-day life.

The second volume applies the method used in Volume I. There are three sections.

1. Here in Free Algeria
2. A United People is a strong People
3. Algeria has Defeated Colonialism.

A 79. Herz: "Radio, Télévision et Cinéma Educatifs" (Educational Radio, Television and Films), Paris 1966, 13 pp.

This concerns a report made by an expert from UNESCO on his mission to Algeria from February 65 - April 66.

In the 20th Century pictures and sound are gradually becoming a familiar part of the world of both adults and children. To refuse to adopt, in a new context, techniques which would certainly considerably improve education, is to refuse to use easy and irreplaceable weapons against under-development. Audio-visual methods will not solve all problems. It is necessary to know their possibilities, limits and even their dangers. Their proper use necessitates their integration into the educational structure, structures which are a synthesis of multiple techniques; they must compliment available personnel and materials.

Theoretical and practical research, before leading to the development of new pedagogical methods, must be brought to the attention of political and educational authorities; indeed, the difficulties must all be considered in order to propose original and specific solutions.

L 80. "Le Mouvement Educatif de 1963-64: Dévéloppement quantitatif, Plans d'Etudes, Programmes et Méthodes". (The Educational Movement in 1963-64: quantitative Development, Study Plans, Programs and Methods). Annuaire International de l'Education, XXVI, 1964, UNESCO, p. 230.

A table gives the number of pupils and teachers in 1963-64, compared with 1962-63. This table shows increasing percentages in primary, middle and secondary education. New plans for secondary education were studied especially in Mathematics, and Geology was introduced as a new discipline. New text books in social studies, sciences and hygiene, using Libyan Arabic terms and based on the new programs, are now employed at every level of education.

L "Le Mouvement Educatif en 1963-64: Personnel Enseignant". (The Educational Movement in 1963-64: Teaching Staff). Annuaire International de l'Education, XXVI, 1964, UNESCO, p. 231.

New normal schools which were created in 1963, include 4 years of studies, the 2 last years being devoted to specialization. They train preparatory education teachers. Refresher courses have been organized for teachers in order to improve the quality of education. The living conditions, especially salaries, of the teachers have been improved as well.

M 82. "Liste des Mots Couramment Utilisés au Maroc" (List of Words Currently Used in Morocco). Service de l'Education de Base, Rabat, 1961, 127 pp.

A list of the words most frequently used in Morocco was made by Dr. Fouad El Sayed an expert from UNESCO.

This book is particularly useful for teaching illiterates since it is much easier for them to learn words that are used frequently than those that are not.

M 83. El Sayed, Fouad: "Etude Analytique de la Revue 'Le Phare du Maroc'" (Analytical Study of the Review 'Le Phare du Maroc'), Ministère de l'Education Nationale, 1961. 37 pp.

This study analyses the cultural and material problems facing the review 'Le Phare du Maroc'. It was carried out by Mr. Fouad El Sayed who is an expert from UNESCO. Mr. El Sayed, as well as being able to analyse the problems, was able to offer some solutions.

This particular review was chosen because it is the only one of its kind for new literates in Morocco.

RELIGIOUS EDUCATION

M 84. "L'Enseignement Secondaire Musulman" (Moslem Secondary Education), Ministère de l'Education Nationale, Rabat 1957, 63 pp.

It is only since October 1956 that Moslem secondary education has enjoyed a real existence constituting a coherent whole; the new reform was designed to give it a new impetus, and to place it on the same footing as the other services in the general structure of the Ministry of National Education. It was necessary to start at the beginning to raise secondary education to a level which must be, in a reformed Morocco, directed towards the future.

The geographical distribution of the secondary education establishments was concentrated in urban centers, leaving rural areas isolated which risked, in the long run, being harmful to the training of the young. That is why colleges have been created throughout the kingdom.

Mag 85. "L'Eglise Catholique en Afrique du Nord". (The Catholic Church in North Africa). Maghreb No. 5, 1964, p. 27.

Diplomatic agreements were made between Morocco and the Vatican and between Tunisia and the Vatican. Little information is given about the role and place of the Catholic church in the Maghreb countries after their independence. Nevertheless the presence of the Catholic church raises a number of economic, judicial and cultural problems. This article studies the present problems especially in the fields of health and education, i.e. private schools. The question is to know what equipment and staff the governments would need to replace the church schools and still maintain the quality of the education given there.

It seems that in spite of the new economic and political conditions, the Church succeeded in maintaining its strong foothold in the Maghreb.

ARTISTIC EDUCATION

T 86. "Les Maisons de la Culture ou la Décentralisation Culturelle" (Culture Clubs or Cultural Decentralization). La Presse, April 30, 1969, p. 4.

The "Maisons de la Culture" (Houses of Culture) enable the cultural decentralization envisioned by the Secretariate of State for Cultural Affairs and Information: decentralization geographically as well as socially - culture will now be available to everyone. Figures are available that illustrate the frequency of use of the Maison de la Culture in Tunis in 1965-66. Figures are also given which show that during the same period of time, the Municipal Theater, although it presented fewer performances to a smaller number of people, received 83,851 D. more in government aid than did the Maison de la Culture.

This is one of the reasons that the Tunisian authorities feel that it would be better to convert the theater halls into Maison de la Culture. If this were done, these halls would be open daily for 12 hours, instead of one or two days a week for 5 hours. Another reason is that the principal objectives of these Maisons de la Culture should be to revitalize the national culture - folklore, archeology, poetry, and traditional music.

But to achieve a cultural decentralization, experience has shown that it is necessary, at least in young countries, to centralize the means of action. That is, committees such as the National Cultural Committee should be set up to guide the various regional activities.

T 87. "Aides et Encouragements à la Création Artistique" (Aid and Encouragement to Artistic Creation).

Aware that not only is it necessary to give aid to artists, but also that it is necessary to allow them to carry out the kind of work that they want, Tunisian authorities are continuing their efforts to give both financial and moral aid free of any restrictions, except that the work be of high quality.

Some of the measures undertaken are:

1. Creation, according to a law of August 27 1962, of a Committee to choose the decoration of all civic buildings. The cost of this decoration must not exceed 1% of the cost of construction of the building. This measure would encourage artistic creation and artists, would provide more beautiful buildings and would integrate the artists into the Society.

2. Acquisition of some of the better works exhibited at art shows for display in the planned national museum.

3. Purchase of 10 to 20% of books with a first printing of 500 copies, and of films. These films will be distributed throughout the country.

4. Financial aid to each cultural committee planning to create a drama or music group, plus a supplement from the municipality.

5. Financial support for groups that travel to the interior of the country.

6. One to three month stay at the International Cultural Center of Hammamet or at Medjez El Bab for writers and artists. Here they may devote all their time to their work and need not worry about their material needs.

T 88. "Education Artistique à l'Ecole Primaire" (Artistic Education in Primary School), Ecole Nationale d'Instituteurs de Tunis, 1966, 40 pp.

Using modern methods, free of traditional teaching theories, the child must be encouraged to acquire a means of expression that will permit him to discover the outside world, to judge what he sees, to broaden his interests and to stimulate his spirit of initiative.

The essential aim of art education is not to teach how to reproduce, but to stimulate creative thinking, to give each individual a vocabulary which because of his unique visual experiences will enable him to find his own personal mode of expression. Drawing, more than being a phenomenon of manual dexterity, is an irreplaceable instrument of culture which encourages us to become more aware of our surroundings.

Thus, the least skilful pupil can express himself by learning to see; it is by the development of the power to observe that one can achieve a personal translation of the lines and surfaces into a harmonious equilibrium.

SPECIAL EDUCATION

A 89. "Rapport au Gouvernement de l'Algerie sur la Réadaptation Professionnelle et l'Emploi des Invalides" (Report for the Algerian Government on Vocational Rehabilitation and Employment of Handicapped), International Labor Office, Geneva 1964, 21 pp.

In 1962, the Government of Algeria requested the ILO to send an expert to give advice concerning vocational rehabilitation for veterans of the war.

The work of the expert will be:

1. to organize the rehabilitation and vocational regrouping of blind and parapligic veterans;
2. to proceed with a complete study of the general problem of the vocational rehabilitation of the handicapped;
3. to help in the development of a vocational rehabilitation service;
4. to help start a pilot rehabilitation center;
5. to train local personnel.

A 90. "Les Coopératives d'Education Populaire" (Cooperatives of Public Education), Sous-Secrétariat d'Etat à la Jeunesse et aux Sports, Algiers.

The instrument for the economic and social reawakening of the people is man himself. Without the understanding of the people, without their desire to improve their situation, without their active agreement and without their collaboration, there can be no progress, and no effective and durable reform, for no help can be effectively given to those who do not want to help themselves. The question is, what means do the weak have with which to help themselves ? The best, and perhaps the only, is for them to help each other. This solidarity exists in the very principle of Islam where fundamental rules of equity, which today govern cooperative organizations, can be found. But economic and social relations have become very complex and the administration of a cooperative society requires knowledge which must be obtained. To supply this training is the objective of public education cooperatives.

A 91. "Rapport de la Mission d'Etude sur l'Etat Sanitaire et l'Hygiène des Populations des Régions Sahariennes:'Programme d'Education Sanitaire'" (Report of the Study Mission on the Sanitary and Hygienic Condition of the Population in the Sahara Regions: 'Program of Sanitary Education') Centre d'Etudes et d'Informations des Problèmes Humains dans les Zones Arides, Paris, 1962, 2 Volumes plus appendices, 652 pp.

It is obvious that the organization of sanitary education, the processes and the techniques used, the successes that will be achieved, are a function of the educational means used in the Sahara, the intellectual level of its inhabitants, and the means which are used to improve this intellectual level. That is why it is very important to study the present situation before even broaching the subject of sanitary education.

Pages 80 to 102 deal with the educational facilities available.

M 92. "Services Auxiliaires et Activités Extra-Scolaires" (Auxiliary Services and Extra-Curricular Activities) - Annuaire International de l'Education, Vol. XXV, UNESCO, 1963, p. 282.

For 1963 fellowships worth 3,438,000 dirhanes were granted to higher education students, 5,250,000 dirhanes for secondary education, 2,400,000 dirhanes for technical education, 1,300,000 dirhanes for primary education and 2,000,000 dirhanes for normal education. The health of the pupils was ensured by health campaigns against trachoma, lice, poliomyelitis and tuberculosis. The Board of Food Education (a branch of the Ministry of Education) controls the meals given to pupils in the cafeterias. This board has introduced food education at every level of education, has prepared pedagogical material for such teaching, and controls the running of these cafeterias. Gardens, orchards and small breeding farms have also been introduced.

T 93. "Services Auxiliaires et Activités Extra-Scolaires". (Auxiliary Services and Extra-Curricular Activities). - Annuaire International de l'Education, Vol. XXV, UNESCO, Genève, 1963, pp. 444-445.

Food help was given in 1963 in 1296 cafeterias. Special courses in food education are given to teachers and to the persons responsible for cafeteria organization.

Fellowships and loans on trust were granted for the amount of 521,140 dinars in 1963. The loans on trust will be progressively converted into fellowships.

Adult education has been under the control of the National Board of Cultural Affairs since February 1962; training periods were organized for the staff dealing with adult education.

The Board of Cultural Affairs has opened 135 centers, the Tunisian army 172 centers, and the National Guard 9 centers, which gives a total of 631 classes, for adult education.

Three special new books have been printed. The magazine "IQRA" (Read!) issued for newly educated adults, now has a special page for civic education and national culture. Thirteen cultural clubs ("Houses for the People"), to raise the social, professional, cultural and political level of the adults educated in the literacy centers, have been opened throughout Tunisia.

T 94. "Avis de Recrutement aux Ecoles et Carrières Militaires" (Notification of Recruitment to Military Schools and Professions) La Presse, June 20, 1969.

The Ministry of National Defense offers careers as officers, non-commissioned officers, corporals, cadets, and seamen. The enlisted students will have access either to a military high school which would prepare them for a baccalaureat (sciences and mathematics) and then for higher military, marine or air force schools, or to a military academy where studies last 3 years (two years of general education and one year of specialization in artillery, armoured cars, commandos, etc.)Schools for air force officers train pilots and engineers. The courses last 5 years (2 years of special and higher mathematics and 3 years at the air school). Schools for navy officers offer a special 5-year training and studies in schools for medical officers (doctors-chemists) last 7 years. Other schools offer 2-year courses as preparation for careers as under-officers in the army and air force, and as "cadets" and corporals in the navy.

T 95. "Comment l'Ecole Peut-elle Enseigner les Règles de la Securité aux Elèves ?" (How Can the School Teach Safety Rules to Children ?). La Presse, June 12, 1969.

Tunisia is advancing in the field of road safety with the creation of school-patrols who manage the traffic in the large streets near schools. Nevertheless, there is still a lot yet to be done to make children aware of the dangers of traffic and to develop in them the correct attitudes. Along with road safety, schools will soon teach the road code in theory and in practice.

COOPERATION

L 96. "Note on Educational Assistance to Libya prepared by the Arab States Division", UNESCO, Paris 1963.

Since the establishment in 1951 of the United Kingdom of Libya as an independent state, UNESCO has, under the Expanded

Program of Technical Assistance, contributed $ 1,738,809 towards the development of education in this country. At present, the Technical Program comprises two main projects, namely adult education activities in the Fezzan (two experts), and the operation of a Teacher Training Institute in Fuehrat near Benghazi (five experts). In addition, it includes the post of one expert in the teaching of science and a Chief of Mission. In all, therefore, the Technical Assistance Mission in Libya consists of nine experts. Further, UNESCO has since 1961 assumed responsibility for the operation of a College of Advanced Technology with an allocation of $ 1,223,652 from the UNSF. Annual expenditure on education in Libya, under UNESCO management, is thus of the order of $ 300,000.

Mag M. Ben Salah: "Une Ferme Volonté d'Elaborer une Politique Educative S'est Dégagée" (A Strong Will to Elaborate an Educational Policy Emerges). La Presse, June 20, 1969.

At the end of the conference of the Maghreban Ministers of Education, in Rabat (Morocco), Mr. Ahmed Ben Salah, Tunisian Minister of Education, presented the following recommendations which resulted from the deliberations of this conference:

- Creation of a special commission to coordinate the activities of the 4 Maghreb countries concerning personnel training and cultural cooperation;
- adaptation of the Arabic language to scientific teaching;
- unification of Maghreb history programs;
- creation of a chair of Maghreb history in the Universities of each of the interested countries;
- exchange of documents, school programs, pedagogical plans, books and theses issued in the 4 countries.

SPECIAL PROBLEMS

A 98. Debuissy: "Administration Scolaire, Organisation des Cantines Scolaires" (School Administration, Organization of School Cafeterias), Paris 1964, 14 pp.

An expert from UNESCO has been sent to Algiers to reorganize school cantines. In 1962-63 out of more than one million children attending school, between 800 and 900 thousand were suffering from food deficiencies. The cafeterias handled only 195,000 children who received 20 to 80 meals annually; however these meals were often cold and generally insufficient.

A large majority of the teachers stated, through their union, that the situation is critical and that two ideas must be accepted:

1. The school cafeteria is a natural compliment to the School.
2. Education = Instruction plus school cafeterias.

M 99. Daoud, Zakya: "Les Femmes S'Organisent" (The Women Become Organized). Jeune Afrique, No. 438, May 26 - June 1, 1969.

The Union Nationale des Femmes Marocaines was created on May 7 1969. His Majesty King Hassan II addressed the first conference. He noted that the organization would not be in any way political, but would work to help the country, to spread civic education to children, to give social aid and aid as medical assistants. It would be responsible for bringing to the attention of the government certain aspects of the society that need correcting so that the authorities can seek solutions to the problems. The King also briefly outlined previous attempts to form women's organizations; these had failed, he said, largely because they were political, and did not attract a large enough number of women.

T IOO. "Un Centre Pilote Pour la Protection Maternelle et Infantile" (A Pilot Center for Care of Infants). L'Action, March 6, 1969.

The Center for Infant Care was created in 1948 by a group of men who felt that proper child care is very important. The aims of the Center were: to give information concerning hygiene and child rearing and to distribute prepared formulas free of charge. After Independence, it moved into larger quarters which were opened by President Bourguiba.

It is now an agency which gives social aid to mothers. The mother, when pregnant, is carefully cared for from the first months of her pregnancy. When the child is born, it is kept in the nursery from 8-6 o'clock so that the mother can work. The article goes on to describe the care the child receives at the nursery, and even after, when at age 3 it is transferred to a kindergarten.

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Note : Each entry is marked with either A (Algeria), L (Libya), M (Morocco), T (Tunisia) or MAG (Maghreb countries) to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A 1. "Les Facteurs de la Planification de l'Education" (Factors to be Considered in Educational Planning). Perspective Décennale de Scolarisation. Ministère de l'Education Nationale, Algiers, pp. 6-9.

Under-developed countries must carefully plan their efforts in the field of education so that the system they develop is productive, effective and well-organized. It must fulfill two requirements : it must fulfill the desire of the people to become educated and it must furnish the economy with the qualified labor force that it needs.

The Algerian school, therefore, has two aims. To assure families that their children will receive education and to supply the economy with the qualified manpower that it needs. It can be said that primary schools will satisfy the first objective, secondary schools and institutes of Higher Education the second. The problem is that it is impossible to evaluate for primary education the demographic data on which the scholarization plan must be based, and to evaluate for the other levels of education, the man-power needs of the economy for the years to come.

The authors feel that underdeveloped countries can follow one of three hypotheses concerning education : The "rapid hypothesis" which sets an objective like total scholarization within a specified length of time; the "slow hypothesis" in which children are admitted into schools when facilities and trained teachers are available; the "intermediate hypothesis" which combines aspects of both the rapid and the slow.

L 2. "The Second Five-Year Plan. Its Objectives", Al Molhaq, April 1969, Special Planification Issue.

This article states that the objectives of education are as follows :

a) to produce informed citizens able to work in and for the benefit of Libya.

b) to provide the opportunity for each individual in the nation to have his share of education, the minimum level needed to have an educated person, being considered as the completion of primary school.

c) to improve the quality of education in all fields in order to enable the school to reach objective "a".

d) to diversify the fields of education at the secondary and higher levels in order to provide each student with the type of education for which he is best-suited, to give guidance according to psychological and pedagogical principles and according to the national interests of the country by following economic and social plans.

e) to coordinate education, teaching projects, and curricula with the needs of other sectors in the fields of producation and services.

M 3. "Maroc : Le Colloque sur l'Enseignement" (Morocco, Colloquium on Education), Maghreb, No. 4, July-August, 1964.

A colloquium on the problems of education was held at Rabat. It was concerned with determining the means by which new techniques could be taught while at the same time preserving the Moroccan cultural heritage which is Arabo-Islamic. A difference of opinion arose between those who wanted immediate Arabization and those who advocated bilingualism. The colloquium ended with the hope of being able to strike a balance between modernism and traditionalism.

T 4. Doctor Ahmēd Bākir Mahmūḍ "Kāwanīnū at taālūm Īnda ūlāmā ā nāfs" (The Purpose of Learning According to Psychologists). Ath-Ihākāfā, No. 4-5, Tunis, July-August, 1963, pp.2-4.

Psychologists' opinions concerning the purpose of learning differ. Most see it as a way of understanding one's experiences, one's "self" and the links between one's thoughts. The author sees learning as the relation between ever-changing thoughts. Several approaches to learning are discussed in the article; for example, intelligence, and the similarity of thoughts. However most psychologists cannot state definitely their ideas for they themselves are still in the process of discovering them.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 5. "Administration Scolaire" (School Administration), Le Mouvement Educatif en 1966-67. UNESCO, Geneva, 1967, Vol. XXIX, p. 5.

As the education system was completely reorganized in 1966, two national commissions were created to reform higher, secondary, technical and primary education. A committee was also named to take charge of the training of teaching staff.

In 1966-67, inspection staff included 233 pedagogical counsellors, 153 primary education inspectors (i.e. 2.7 % more than the previous year), 15 technical inspectors and 13 general inspectors (i.e. 8.3 % more than in 1965-66).

The education budget was 680 million Algerian dinars, which means an increase of 7.9 % compared with the year 1966. 5/6 of the building projects undertaken in 1965 were completed in 1966-67. 4 high schools were opened along with 12 secondary schools and 2 normal schools. The first part of the University of Oran was finished, the Polytechnical School and the Higher Normal School were enlarged, a university library was rebuilt and a university restaurant is under construction.

6. "Les Mesures Administratives et Techniques Nécessaires" (Necessary Administrative and Technical Measures), Perspective de Scolarization, Ministère de l'Education Nationale, Algiers, pp. 36-42.

The aim of educational planning is to increase quantitatively while at the same time, not sacrificing but instead improving, the quality of its efforts. To achieve this, both administrative and technical measures must be taken.

Administratively, one of the first things to be done, is to set up a relationship between the levels of qualification and the salaries. Another important implementation would be to make it obligatory for all starting personnel to remain for a period of at least two years, outside the centers of urban concentration. Special dispensations should be made for those teaching in these "hardship" areas.

Technically, measures must be taken concerning students, teachers, and school construction. For example, regarding students, those receiving scholarships must be obliged to work for the state for 5 years. The qualifications for teachers must be raised and there should be closer co-operation between the Department of Public Works and the Ministry of Education in the construction of school building.

A 7 "Administration Scolaire" (School Administration), Le Mouvement Educatif en 1962-63. *Annuaire International de l'Education*, Vol. XXV, UNESCO, Geneva, 1963, p. 12.

In 1962 the first government of the Algerian Republic took administrative measures to organize the National Board of Education including departments for general administration, cultural affairs, higher education, and first and second degree education. A new education inspection system was created : pedagogical counsellors were chosen from among qualified teachers, each of them being assigned to assist 50 monitors. The equipment budget was 181 million francs and the operating budget was 319,719,000 F in 1963.

In 1962 Algeria had to rebuild and repair many damaged school buildings, representing 1/3 of the estimated budget. In 1963, 468 classrooms were built for primary education.

L 8 "Le Mouvement Educatif de 1963-64 : Administration Scolaire" (The Educational Movement in 1963-64 : School Administration). *Annuaire International de l'Education*, Vol. XXVI, UNESCO, 1964, p. 230.

New administrative measures were undertaken along with the general renewal of the constitution in 1963 : the administration of education, which was formerly the responsibility of the 3 provincial governments, is now concentrated into the National Ministry of Education on a more functional basis. Consequently school inspection has improved qualitatively and quantitatively and the 3 former provincial boards of education have been divided each into 9 school districts each with a team of inspectors.

In 1963-64 education was alloted a budget of 5,852,070 Libyan pounds, which represents more than 16 % of the general expenses of the state. 700 new schools have been constructed since 1960, giving a total number of 5159 in 1964. These schools were financed by a special fund of 1,945,000 pounds allocated by the 5 year plan.

L 9 "Provision for School Building in Libya to Meet Educational Expansion" Ministry of Education, Tripoli, 11 pp.

To ensure the proper preparation of school building programs and to establish priorities on a sound basis, the Ministry is seeking certain basic information.

1) School enrolment and birthrate forecasts,
2) Location of housing developments,
3) School distribution maps prepared by districts within the country,
4) School building survey. A survey of all existing schools including rented buildings, has been undertaken, in order to ascertain facts on the state of buildings, the teaching accommodation available, and what improvements should be carried out.

The Ministry as well plans to prepare the Educational Development Plan and to reserve and acquire sites for new schools.

L 10 "Libya al Idriss" (Libya of Idriss), Al Molhaq, April 1969, Special Planification Issue.

Dr. Ali Ahmed Attiga, Minister of Planning and Development, in a speech before the Libyan National Assembly, stated that of the total Libyan budget for 1969, which was 1,149,500,000 Libyan pounds, 216,250,215 pounds have been set aside for education. He went on to say that the development of any country can be measured according to the level of education and technical knowledge. The government therefore has placed much importance on education by planning projects which would enable 85 % of all males and more than 50 % of all females to benefit from instruction by the end of the present Five Year Plan (1969-1974). According to the plan, the number of classes in primary schools would be 8765, with the necessary number of qualified teachers both male and female. These teachers would be trained in normal schools, which will have 226 classrooms available. Material support will be given to those wishing to enter the vocational teaching profession, since this education supplies the country with the necessary semi-skilled workers.

As higher education requires specialists in different fields, with a high level of knowledge and specialization, the plan provides projects to complete the two university cities of Tripoli and Benghaziand to create a Faculty of Medicine to provide all health institutions with specialized personnel.

L 11. "The Second Five-Year-Plan. Its Means of Execution" , Al Molhaq, April 1969, Special Planification Issue.

In order to achieve the objectives outlined in the second Five-Year Plan for education, the Libyan government has decided to :

a) limit all economic and social efforts in different sectors of the society so that a greater effort may be spent on education;

b) study the necessary means to guide students according to their ability and the needs of the country;

c) organize a pyramid of education based on a rational estimate of the existing possibilities in order to achieve a balance between the different kinds of education;

d) encourage research and theoretical pedagogical studies, in order to find a solution for educational problems, to develop the educational system at all levels, and to improve the level of educational administration.

M "Administration Scolaire" (School Administration), Le Mouvement Educatif en 1966-67, Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva 1967, p. 319.

The Ministry of National Education and Fine Arts was reorganized and is now in chage of the coordination, control, organization and management of education. The ministry is assisted in these tasks by the Secretariate of State for the training of personnel and by provincial delegations. The 1966-67 school year is the second year of the application of the three-year plan.

The equipment budget for 1967 amounted to 39,015,000 dirhams (+ 17.3 % since 1966) including an exceptional donation of 20,000,000 dirhams. The school building program undertaken in 1966, was being carried out with the building of schools with ten standardized rooms, each school being adapted to the particular site but at the same time following economical procedures.

M 13 "Développement quantitatif" (Quantitative Development), Annuaire International de l'Education, Vol. XXV, UNESCO, Geneva, 1963, p. 279.

A table giving the number of pupils at every level of education in 1961-62 and 1962-63 shows an increase of 8.2 % in primary education, 28.5 % in general secondary education, 4.1 % in technical education, 26.2 % in teacher training, and in higher education : 5.6 % in general and technical education, 38.5 % in teacher training.

In 1962-63, there were 20,840 teachers in primary education 4371 in secondary education, and 172 in higher education.

M 14 "Administration Scolaire", (School Administration), Le Mouvement Educatif en 1962-63. Annuaire International de l'Education, Vol. XXV, UNESCO, Geneva, 1963, p. 277.

A reform in the structure of the Board of Education resulted in the creation of 10 provincial delegations with pedagogical, planning and administrative offices. On November 1961, the Department of Planning and Mapping, including an office of statistics and an office of documentation and orientation was created. A new corps of primary education inspectors was created and correspondence courses were organized for the recruitment of assistant inspectors. The budget of the Moroccan Board of Education showed in 1963 a decrease of - 4.9 % due to very important works undertaken in 1962 : 1687 new classes were built in 1962 for primary education, which means that the objectives of the five year plan were surpassed.

M 15 "Le Royaume du Maroc : Développement dans la Stabilité" (The Kingdom of Morocco : Stable Development). Europe France Outre-Mer, July 1968, Paris, 52 pp.

The 1968-72 five year plan presented by the king on March 12 1968, foresees 293 million dirhams of investments in national education for the construction of 3200 classrooms for primary education, 1970 for secondary education, 59 laboratories and 30 boarding schools.

The main result of the last ministerial changeover on June 17 was the splitting of the Ministry of National Education into three : one part for primary education, one for secondary and technical education, one for higher education. This was done in order to divide the work which has resulted because of the increased number of students, to handle separately the specific problems of each level, and to distribute the tasks so that they can be more easily handled.

T 16 M. Ben Salah :"Il faut lutter contre l'emmurement de l'enseignement afin que nos enfants soient sensibilisés aux problèmes et aux réalités du pays" (We have to struggle against isolation of education so that our children may be sensible to the problems and realities of the country). La Presse; June 27, 1969.

During his speech marking the end of the school year in Kasserine, Mr. Ahmed Ben Salah stated the advantages of the decentralization of education through the creation of regional offices of education in all governorates of the Republic. He thanked the teachers for being conscientious about their extra-curricular obligations. He also underlined the improvement of the intellectual and pedagogical level of the teachers in this governorate and announced that all the present problems of education are under study and will be settled before next July 15.

He then thanked the foreign teachers whose extra curricular activities allowed for the better realization of the programs of education. He finally stated the necessity of preventing education from becoming isolated, so that "Tunisian children may be sensible to the problems of their people and to the realities of their country".

T 17 "M. Béji Caïd Essebsi Réaffirme la Volonté du Gouvernement de Poursuivre ses Efforts dans le Domaine de l'Education" (Mr Béji Caïd Essebsi Affirms the Will of the Government to Carry on its Endeavors in the Field of Education), La Presse, June 6, 1969.

Mr Beji Caïd Essebsi, Secretary of State for the Interior presided over the closing ceremony of the school year in Tunis. On this occasion, he stated the will of the government to carry on its endeavors in the field of national education in spite of the enormous sacrifices this required. Such sacrifices are the consequence of a fundamental choice made by the government and the Destourian Party, based on the idea that underdevelopment is first an intellectual underdevelopment. The number of pupils of high-schools who received prizes confirms the full success of Tunisian policy in education.

T 18 "M. Ben Salah Prepare la Prochaine Rentrée Scolaire" (Mr. Ben Salah Prepares for the Next School Opening) La Presse, July 18, 1969.

Mr. Ahmed Ben Salah, Secretary of State for the Plan and National Economy and for National Education presided over a meeting concerned with the preparation of the next school opening. The main points studied were :

1 - material problems, such as the building of schools, cafeterias, houses for teachers, boarding schools;
2 _ administration problems, like decentralization of education, inspection and inspectors;
3 - situation of pupils who were excluded from schools, and social action in their favour;
4 - special problems concerning teachers.

T 19 "Le Chef de l'Etat Expose les Grandes Orientations Qui ont Inspiré la Réforme de l'Enseignement au Cours de l'Année Scolaire" (The Head of State Exposes the Main Considerations which Inspired the Educational Reform during the School Year) La Presse, June 29, 1969.

During his speech for the "Day of Knowledge", Président Habib Bourguiba explained that the last school year saw a revision of the school and university structures, and a coupling of the direction of education and of economy. The main objective is the integration of education into the economical realities of the country. With this purpose, councils with representatives from all economic sectors and with professors are in charge of the creation of new programs. The teaching of the Arabic language and that of Tunisian history will be obligatory at every level of education. But, to avoid cultural isolation, the teaching of French and French culture will begin during the first year of education.

EDUCATIONAL STATISTICS

A 20 "L'Enseignement : Un Secteur Prioritaire" (Education : A Priority Sector), Jeune Afrique, No. 443, July 6, 1969.

For the first time the budget for National Education has reached 35 % of the overall budget. A plan with a ten-year program has been adopted by the government. 3,154,000 children will be attending school in 1975-76, which is an increase of 200,000 per year. Schooling will be available for all school-age children by the year 1980. The number of students attending establishements of higher education will be 27,000 in 1976. At the level of literacy and adult education, in the next ten years, close to 2,700,000 adults will receive the elements of instruction.

A 21 "Développement Quantitatif" (Quantitative Development) Le Mouvement Educatif en 1962-62. Annuaire International de l'Education, Vol. XXV, UNESCO, Geneva, 1963, p 13.

A table giving the number of teachers and pupils for 1963 shows an increase of teachers in primary education (+ 14.5 %), but a decrease for secondary, normal, vocational and higher education.

The number of pupils for ordinary public eduation shows a decrease at every level of education especially in technical and vocational education (- 64.6 %) and higher education (- 53.3 %).

L 22 "Le Mouvement Educatif en 1964-65 : Développement Quantitatif, Structure et Organisation de l'Enseignement"; (The Educational Movement in 1964-65 : Quantitative Development, Structure and Organization of Education). Annuaire International de l'Education, Vol. XXVII, 1965, UNESCO, p.248.

A table shows the number of teachers and pupils for 1964-65, with percentages giving the rate of increase or decrease as compared to the previous year. Regarding the organization of education, studies will last 4 years for secondary teacher training, preparatory technical education, secondary technical education, applied mechanics, preparatory and commercial education.

M 23 "Développement Quantitatif" - (Quantitative Development) Le Mouvement Educatif en 1966-67, Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva 1967, p. 319.

A table gives the number of pupils in every branch of education, with the difference from the preceding year. There has been thus a decrease of 3 % in primary education, an increase of 18.4 % in secondary education, an increase of 4.5 % in technical education and a decrease of 10.8 % in higher education, since 1966.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 24 "Organisation de l'Enseignement en Algérie" (Organization of Education in Algeria), Bulletin Intérieur, No. 1, 1964.

Description given concerns the Ministry itself with its branches, services, various offices and the study programs which it issues. Also included are reforms that are envisioned and a description of the general philosophy of education which consists of renationalizing and modernizing the system presently in existence in Algeria.

A 25 Mazouin : "Culture et Enseignement en Algérie et au Maghreb (Culture and Education in Algeria and in the Maghreb), Paris, 1969, 250 pp.

The author raises the question of language, culture and education. On the one hand the government has decided in favor of accelerated Arabization in education and within the administrations, but on the other hand, this objective is proving a bit difficult to accomplish. The reasons for this are varied. There is the existence of Berber dialects, of a spoken language which has many French words included, while at the same time only a minority of the people speak Classical Arabic.

There is a fairly complete analysis of a major problem for which a solution must be found.

A 26 "Annuaire de l'Afrique du Nord" (Annual of North Africa) Centre National de Recherche Scientifique, Paris, 1968.

The problem of providing education for all school-age children is not only a problem of quantity. It has been recognized that following the waves of scholarization after Independence, there was a noticeable decline in the quality of the education provided. Certain sectors of public opinion have been particularly critical in this regard. The bulletin of UGTA (General Union of Algerian Workers), Révolution et Travail reports in its issue No. 127, that the average number of pupils per class in primary education is 60, that most of the teachers have two classes at least and some even three, which represents 120 to 170 pupils per teacher.

It attacks as well the antiquated pedagogical methods; for example, although the number of hours that French is taught has been reduced, the language is still taught as it was previously and the level demanded of the pupils remains the same. "The children are expected to know how to write, how to express themselves, and how to follow mathematics courses in French, with the same effectiveness as before."

A 27 "Structure et Organisation de l'Enseignement" (Structure and Organization of Education)- Le Mouvement Educatif en 1966-67, UNESCO, Vol. XXIX, Geneva 1967, p.6.

Pre-school education was discontinued in order that more classrooms could be accorded to primary education.
In secondary education, the examination which pupils must take at the end of their studies in fully Arabized secondary schools was in Arabic. Next year those taking the baccalaureat will have the choice of taking it in the Arabic language.

Technical education lasting over 3 years is being given in some new technical schools.

A 28 "Structure et Organisation de l'Enseignement" (Structure and Organization of Education) - Le Mouvement Educatif en 1962-63, Annuaire International de l'Education, Vol. XXV, UNESCO, Genève 1963, p. 14.

A new timetable was developed for teaching languages with the introduction of 7 hours a week of the Arabic language. Three new-style high-schools were created in which teaching is given entirely in Arabic; this will lead to a new diploma: the Arabic baccalaureat.

The Institute of Higher Islamic Studies was transformed into an Institute of Arabic Studies.

L 29 "Annuaire de l'Afrique du Nord" (Annual of North Africa) Centre National de Recherche Scientifique, Paris, 1968.

The number of people in the different stages of education in Libya during the year 1967 was as follows :

Primary education	225,516 pupils
Secondary education	34,034 pupils
Higher education	2,172 students

To these figures must be added the 642 students who are studying abroad. The most pressing problem for Libyan education is the lack of teachers. During August a delegation was sent to Beirut to recruit 300 teachers.

Private education is developing rapidly. In 1967 there were 57 institutions accommodating a total of 12,500 pupils.

Religious education was organized following the Royal Decree of 1961 which unified the different religious schools, notably the Koranic Schools (1800 teachers in 1500 centers in 1967) and the Ahmed Pacha Institute (300 pupils in 1967) under the name "Islamic University of Es-Sayad Mohamed ben Ali As Senoussi".

L 30 Sasnett "Educational Systems of Africa", Berkeley and Los Angeles, 1966, 1550 pp.

In a very interesting article, the author gives the history of education in Libya during the Turkish period, the colonial period and finally after Independence. A new impetus has been added since the exploitation of the oil riches of the country

The author outlines the education programs for primary and secondary education, gives details concerning the courses offered at the Faculties of Tripoli and Benghazi and lists the number of course per discipline.

L 31 Annane Mohamad : "Libya of Idriss el Senoussi" Systeco, Beirut, 1968, 183 pp.

This is a book dealing with all aspects of life in Libya under King Idris el Senoussi. Information concerning education is given on pages 103-104 where the role of education on all levels and in all fields is said to be to form the basis of social development in a humanitarian spirit. A graph, on page 156, representing the evolution of elementary education for boys and girls from 1955-56 to 1964-65, shows that the number of boys attending school in 1964-65 was 132,000 and that of girls 36,000. A graph depicting the growth of secondary education during the same period shows that 200 girls and 4,000 boys entered secondary school in 1965 (p 157).

L 32 The Middle East and North Africa 1966-67, European Publications Limited, London 1967, 903 pp.

One of the consequences of Libya's long history of successive foreign occupations and subjugation to foreign domination has been the extreme paucity of the educational facilities of the indigenous people.

A steady expansion of all educational services occurred between 1943 and 1949 followed by considerable acceleration after the United Nations' decision of November 21, 1949.

Expenditure on education in 1964-65 was estimated to be approximately 4 million Libyan pounds, which would be the equivalent of 3.2. Libyan pounds per inhabitant.

L 33 "Education in Libya", Overseas Quarterly, December 1965

This article concerns a study of educationin Libya as outlined by the five year economic and social plan of 1963-68. A quick glance is given at education in the rural areas as well as at the progress achieved in primary, secondary, technical and higher education.

M 34 "L'Annuaire de l'Afrique du Nord" (Annual of North Africa) Centre National de Recherche Scientifique, Paris, 1968.

In his press conference on the occasion of the beginning of the new school year, the Minister of National Education reaffirmed the principles of the generalization, Moroccanization and Arabization of education. He did not, however, give details on how this ideal was to be achieved. He felt that the public should be made aware of the situation of national education in order to avoid friction between the sentimental solution dictated by legitimate aspirations and the practical solutions imposed by the limited resources.

M 35 "Structure et Organisation de l'Enseignement" (Structure and Organization of Education). Le Mouvement Educatif en 1966-67, Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva 1967, p. 320.

In primary education most classes have two teachers : one teaching only in Arabic, and the other teaching sciences and mathematics in French.

Technical teaching is now a two year, instead of a three year, program, and leads to a Certificate of Technical Education (C.E.T.). The capacity of agricultural high schools is too small for the number of candidates and their scientific equipment is insufficient.

Both universities (the traditional one "La Karaouyine", and the modern one "Université Mohamed V") depend on the National Board of Education, as is the case for some specialized department schools (the Moroccan School of Administration the National Institute of Agronomy, the National School of Agriculture, the Mines School).

M 36 "Le Maroc et ses problèmes" (Morocco and its Problems), Problèmes Africains, No. 285, May 1965.

This is a collection of newspaper and review articles which point out the difficulties that the government is encountering in its attempt to expand and modernize its educational system. Among the problems considered are : that of the condition of children in the cities, the development of the differences in the educational level between the city and the country, urban unemployment, the large demographic expansion, the unsuitability of education to the social milieu, and the efforts to reform this education.

37 "Structures et Organisation Scolaires" (School Structure and Organization), Annuaire International de l'Education, Vol. XXV, UNESCO, 1963, p. 279.

Because of the decline in the quality of primary education, another year will be necessary before entry into secondary education. This year will be dedicated to the study of the Arabic and French languages and to Mathematics. Technical Education was restructured. Normal sections were created in secondary education for pupils who intend to enter normal schools. The Quaraouyine University was reorganized so that it now includes faculties of Moslem law, Arabic studies and theology. A faculty of Medicine, where studies last 6 years, was opened in the Mohamed V University. Feminine education is increasing especially in secondary education. 361 girls were enrolled in teaching courses and will become teachers in October 1964.

Mag 38 Sasnett and Sepmeyer : Educational Systems of Africa, Interpretations for Use in the Evaluation of Academic Credentials, University of California Press, 1550 pp.

This work contains a detailed description of the systems of education in the North African countries :

Algeria - from page 3 to page 33
Libya - from page 35 to page 58
Morroco - from page 59 to page 93
Tunisia - from page 94 to page 126

It is a valuable tool for all those who wish to study the situation of education in the Maghreb. The authors recall the situation before Independence, and then describe the efforts undertaken by the independent national governments in primary, secondary, technical, higher education, in teacher training, in developing the curricula and in the planification of education in general.

Also given is a detailed enumeration of all establishments of secondary and higher education of the country in question. This gives a complete idea of the achievements realized in this field.

T 39 Camilleri C. : "Application du Test Projectif de Louisa Düss à des Groupes d'Enfants Tunisiens et Européens de Tunisie" (Application of the Projective Test of Louisa Düss to Tunisian Children and to European Children Born in Tunisia) - Centre National d'Etudes et de Formation Pédagogiques, March 1964, No. 2, 63 pp.

This study [illegible] ild and family psycho-sociology was conducted by Pro[illegible]sor Camilleri with the assistance of 11 students and teachers. The aim of the study is to determine general characteristics which can be compared to general features of the types of education given within these two ethnic groups. Both kinds of education are not fundamentally different as they include values which are derived from the same basic spiritual monotheism, in families where the father is the dominant value (patriarchal family structures). This application of Louisa Düss' test, the first experience of its kind in Tunisia, gave results which are most interesting for teachers and pedagogues : it outlined a global structuration common to the children of both ethnic groups and differences in the details of psychic equilibrium .

EDUCATIONAL ORGANIZATION

Primary Education

A 40 "L'Evolution des Effectifs dans l'Enseignement Primaire" (The Development of the Number of Pupils in Primary Education) Perspective Décennale de Scolarisation, Ministère de l'Education Nationale, Algiers, pp. 10-15.

In this section four main factors - number of pupils, the contingent number of classrooms to be built and teachers to be trained, and the total necessary expenditures - are considered vis-à-vis each of three hypotheses of scolarization : the rapid hypothesis, the slow hypothesis and the progressive hypothesis.

It is shown that the rapid hypothesis, exemplified by the objectives of the Charter of Algiers which call for total scholarization by 1971-72 is besides being costly, physically impossible given the number of teachers now available and that would have to be trained and the number of additional classrooms that would have to be built. Figures for all categories are given up to the year 1976.

The slow hypothesis (or scholarization as facilities become available and teachers trained) is unsatisfactory in that 10 years hence the rate of scholariztion, because of the high birth-rate, would be less than it is now.

The progressive hypothesis, which calls for 35 % scholarization by 1975-76, for reasons which are given on the basis of available figures, seems to be the most practical.

L 41 "Primary School", Al Molhaq, April 1969, Special Planification issue.

In Libya, children will begin primary school at the age of seven years. It is hoped that by 1973-74 90 % of all boys and 60 % of all girls of this age will be able to attend school. This would be an increase of 20 % from 1966-67. To absorb this increase more schools will have to be built. These schools should be well distributed geographically in order to follow the principle of giving some education to all young people. Boarding schools should also be constructed to provide the children of nomadic people and dispersed villagers with a greater sense of security. When new modern schools are being built, pedagogical and hygienic conditions should be taken into account.

A project to study the system of examinations is being undertaken. One aim of this project is to attain at least a 70 % rate of success for those taking examinations. Regarding school instruction, as a starting point it is necessary to reorganize and develop all primary schooling during this 5 year plan and to prepare to give primary education a broader basis at the beginning of the third 5 year plan.

T 42 Pansiot, Manuel sur le Jardin Scolaire en Tunisie, (Manual Concerning the School Garden in Tunisia), Tunis, 1960, 99 pp.

As a method of "living pedagogy", the school garden has long since proven itself. Carefully organized and well integrated into the primary school program, gardening certainly represents a worthwhile addition to the teaching of applied sciences and is an excellent way of giving agricultural education.

To create in the child a consciousness of the importance of proper nutrition, and to help him adopt proper food habits, given the resources of the family, are the objectives of this program.

T 43 Penchoen T. "La Langue Berbère en Tunisie et la Scolarisation des Enfants Berbérophones" (The Berber Language in Tunisia and the Education of Berber-speaking Children), Revue Tunisienne des Sciences Sociales, CERES No. 13, March 1968, pp 173-193.

Mr. Thomas Penchoen, professor of Berber at the University of Los Angeles presents in the first part of his exposé, the present situation of the Berber language in Tunisia; in the second part, he considers the position of Tunisian Berber-speaking children when they enter school. Despite the psycho-pedagogical difficulties that these children run up against upon their integration into the Arabo-orientated school system, they do very well in class right from the beginning. This is true even in Arabic. Therefore no set back in their studies can be attributed to the fact that they do not know Arabic. The discussion following the presentation of this article at the Second Conference on Linguistics held in Tunis in 1967, is given following the article.

T Chouikha A. "Quelques Aspects de la Progression par Age des Effectifs Scolaires de l'Enseignement Tunisien du Premier Degré" (Some Aspects of Advancement by Age in the Tunisian Primary School Population), Revue Tunisienne de Sciences Sociales, CERES, No. 14, Sept. 1968. pp. 43-108.

The author of the study, a social psychologist, has examined the internal efficiency of the Tunisian system of education, using as a criterion the manner of advancement of the pupils within the system. The quality of the education and the returns to education will be the object of later studies. The author defines his criterion as the age of the pupils above or below the legal age for their year of studies. Three tables show the age progression, one for all of Tunisia, one for urban Tunisia, and finally one for rural areas. Three other tables give the type of schools and their geographical distribution, the total number of classes in relation to the preceding table and the total number of pupils according to sex and geographical distribution.

The results of the study show :
- a general lag (more marked for girls);
- an age lag in both urban and rural milieus;
- the average age of the tested population was 13 years, slightly higher for girls, the average length of studies varying from 7 to 8 years.

The author concludes that yearly advancement is showing a perceptible improvement from year to year, although 2/3 of the pupils at the end of their primary studies have experienced a certain delay.

Secondary Education

A 45 "L'Enseignement de Second Degré" (Secondary Education), Perspective Décennale de Scolarisation, Ministère de l'Education Nationale, Algiers, pp. 25-26.

The role of secondary education being defined as the preparation which will enable the economic needs of the country to be satisfied, the distribution of the pupils in the various branches of education could be directly related to the job market once its physionomy has been established and sufficiently accurate estimates have been made.

In the meantime, one observation that can be made is that there is a large imbalance between the number of students in primary and those in secondary education : this difference will inevitably be made up in the coming years as more students go on to secondary education.

The rate of enrollment of young people (15-20) years in secondary education establishments of all types having been determined, it can serve to determine the goals to be attained in this field.

At present the rate of enrollment is 84/1000; by 1976, it is hoped that it will be 215/1000, which is an average annual increase of 13/1000. This rate taking into account the ability of the National Education to provide new schools and qualified teachers, and the number of students in primary education, would follow three rhythms. Until 1970, the rate of enrollment would increase by 1 %, until 1976 by 15/1000 and after 1976, by 2 %.

A "L'Organisation de l'Enseignement du Second Degré" (The Organisation of Secondary Education), Bulletin Intérieur, No. 9, 1965.

The bulletin contains an enumeration of the reforms that are desired for secondary education in Algeria. These include suggestions that the curricula be revised, that Arabization be advanced, that more students be directed towards scientific studies, that the various types of secondary education become unified and that the administrative services be organized on a more rational basis. Statistics and time schedules for the various disciplines are given.

L 47 "Secondary School", Al Molhaq, April 1969. Special Planification issue.

Some of the projects for secondary education in Libya for the next five-year plan are as follows :

a) to reinforce secondary education, technical schools and institutes for teachers (male and female) on the basis of the abilities of the teachers and the needs of all the various sectors;

b) to study the means by which technical education can be improved because this education will be the basis for the "technical middle class" which is necessary for the production fields;

c) to encourage girls to join institutes for teaching in order to provide the necessary number of teachers for girl schools at the primary and preparatory levels;

d) to test the idea of the integrated school regarding scientific and practical activities in order to enable the secondary school to attain its objective in guiding students according to their ability and according to the needs of the country;

e) to improve the level of the various forms of secondary education;

f) to provide the necessary number of schools that are adequate both pedagogically and hygienically.

T Campan, "Evolution de la Réforme de l'Enseignement en Tunisie" (Development of the Educational Reform in Tunisia), Paris 1963, 58 pp.

This is a report made by Mr. Campan on his mission as a UNESCO consultant in Tunisia. Upon arriving his object was : to evaluate the programs and the methods practised in secondary education; to organize refresher courses for teachers.

In fact, these objectives were enlarged considerably and even profoundly modified. The present report is designed to provide the necessary additions to and to make educators aware of the documents that have been published since the beginning of his mission, and to provide at the same time, this material to the Secretary of State for National Education.

Vocational Education

A "La Marché Algérien" (The Algerian Market), Marchés Tropicaux et Méditerranéens, June 14, 1969, Paris.

If the present production is considered, we notice that the efforts in instruction, education and training underway in technical schools and various training centers or enterprises, will eventually result in an overproduction of specialized workers, qualified workers and section heads.

On the other hand, in the present conditions, one can foresee that only 22,000 foremen and semi-skilled workers will be available in 1973 although the total needs will be for 40,500.

The situation is still more serious for skilled workers; there will be 7000 persons with diplomas in 1973 while an estimated 20,900 will be required.

Even if the number of foremen could be increased by selection and a more intensive training, it is difficult to see how the top of the cone can be made less sharp.

A 50 "L'Algérie Poursuit sa Remise en Ordre" (Algeria Continues to Reorganize), Europe France Outre-Mer, April 1969, Paris, 60 pp.

The training of personnel is the most important problem for the development of Algeria. Indeed, as Président Boumédienne emphasized, in this field "the country is dependent upon foreign aid". A considerable effort, by which 150 million Algerian dinars will be set aside for education, is to be undertaken.

In the industrial sector (iron metallurgy, mechanics and especially petrochemistry and petrol) the contracts made with different foreign countries which are building factories in Algeria, all provide for vocational training for personnel. Once these people are trained, they must progressively relieve the foreign experts that are "delivered" with the factories.

T 51 "Actualités Coopératives : Un Numéro Axé Essentiellement sur la Formation des Cadres" (Cooperative News : An Issue Dealing Essentially with the Training of Personnel), l'Action, August 1, 1968.

The article summarizes the second issue of the magazine "Actualités Coopératives" (Cooperative News) which is published in both French and English, by the Center of Cooperative Promotion. The author of the article considers this issue to be more satisfactory than the first one which tried to tackle various problems at once. The second issue, on the other hand, focuses only on various aspects of the problem of the training of personnel.

It gives all the reforms that are to be carried out at the ENC (Ecole Nationale de la Coopération, National Cooperative School), outlines the cooperative programs being carried out with France, Canada, Czechoslovakia and the ILO, and gives summaries of articles written on German and French achievements in cooperative education.

T 52 Jouini, "Ben Metir", Premier Village d'Enfants Tunisiens, ("Ben Metir", First Tunisian Children's Village), Tunis, No. 12 104 pp.

Ben Metir, which was opened on July 15, 1956, was the first children's village in Tunisia. By July 1962 there were 17 villages supplying homes for 5,000 boys and girls.

Certain specialized villages have been opened where agricultural and vocational training, adapted to the ages and capabilities of the students, is provided. These centers enable the more rapid social integration of the children. Thus adolescents from 18 to 20 years of age learn the job of farm workers. The opening of sections where they can learn forging welding, plumbing etc..., will give these children a stable skill which will allow them to make a living. Accelerated programs for those who are too old to attend regular classes are also being planned. Already more than 500 young people have been placed in jobs.

T 53 "Rapport au Gouvernement de la Tunisie sur le Développement de Moyens de Formation et de Perfectionnement Professionnels des Employés de Bureau" (Report for the Government of Tunisia on the Means of Professionnally Training Office Workers), International Labor Organization, Geneva, 1965, 48 pp.

The Tunisian Government requested that an expert be sent to Tunisia to make a preliminary study for the installation, in Tunis, of a training center for office workers. An expert has been designated to :

- study the quantitative aspect of the need for office personnel;
- determine the professional requirement and the deficiencies existing regarding these requirements;
- determine, taking into account the existing means of commercial training, the priorities to be established, the type of training and the nature of the programs to be put into effect;
- give all necessary technical assistance concerning the installation, the methods of training and the desirable form of international aid.

Higher Education

A 54 "Physionomie de l'Enseignement Supérieur" (Structure of Higher Education). Bulletin Intérieur, No. 4,8,10, 1965,
A complete study of the composition, the plans and the figures of higher education has been made. The document shows how higher education has been re-thought in its entirely. This is one of the best analyses that have been made in all of Africa.

A 55 "L'Enseignement Supérieur" (Higher Education), Perspective Décennale de Scolarisation, Ministère de l'Education Nationale, Algiers, pp. 26-27.
The rate of enrollment of young people (20-24 years) enrolled in higher education is an index of the state of development of a country. In 1964-65 the percentage of the population of this age group enrolled in higher education was only 0.90 %. By 1980 it is hoped that this figure will be 4 % which is considered as the minimum for industrialized countries
Realizing that at present, and for the next four years, the number of graduates of secondary education will not permit the rapid acceleration of the enrollment rate in higher education, the objective of 1976 has been set at 2.5 %. Thus after having begun fairly slowly, the number of students will increase more quickly to attain a figure of approximately 2.5 %

L 56 "Higher Education", Al Molhaq, April 1969, Special Planification issue.
The aims for higher education as specified in the second five-year plan are as follows :
a) to give the Said Ben Ali Senoussi University the opportunity to fulfill its mission by reaching as many people as possible, and to improve the level of religious education among both young and old people by creating Koranic Schools and religious institutes. It is necessary to construct new university buildings, to send diplomats overseas, to provide grants, scholarships, and to coordinate relationships with Islamic centers and institutes all over the world.
b) to complete the constitution of the Libyan University by providing it will all material means, thereby continuing what was already started by the creation of the two university cities.
c) to provide for the lecturers in the University of Libya in order to augment the profession. At present there are not enough professors to fill the vacancies.
d) to provide the technical and material means to enable the University of Libya to help in the development of the country.

M 57 Ardant : "*Le Maroc, Revue de l'Enseignement Supérieur*" (Morocco, Review of Higher Education), 1964.

In the field of higher education, Morocco is totally dependent on France. Almost all the professors in the Faculty are French, and the nomination of qualified Moroccan professors is proving to be very difficult. The increase in the number of Moroccan students is constant, but higher education does not yet supply the personnel of which the country has need.

T 58 Deloffre, "Le Niveau des Etudiants en Tunisie est Meilleur que Celui des Etudiants de la Sorbonne" (The Level of Tunisian Students is Higher than that of Students at the Sorbonne), *La Presse*, June 25, 1969.

This is an interview of a Professor of French Grammar and Literature teaching in Paris who assisted with the giving of examinations of French Studies in the University of Tunis. Professor Deloffre first explains the French system of grammar and teaching and outlines his opinions on the attitudes of the students who claim to have brought about a cultural revolution. In his opinion, progressive reform is better than revolution. He compares the results obtained at the university of Tunis with those obtained at the Sorbonne after the reform of the structure of the Licence, and concludes that since higher studies became a political question in May 1968, the level of the students has been very low in France while it is making constant progress in Tunisia. The author explains the advantages and dangers of innovations in the teaching of literature in the Maghreb, such as the introduction of new linguistic methods and of contemporary Arabic authors writing in the French language.

T 59 "A Sfax, Mr. Kefacha parle du projet de création d'une Faculté de Médecine dans cette ville" (In Sfax, Mr. Kefacha Speaks of the Plan to Create a Faculty of Medicine in that Town), *La Presse*, June 27, 1969.

Mr. Hedi Kefacha, Secretary of State for Public Health presided over the meeting of the regional council for health in Sfax, and said the present advances realized are to be surpassed in order to enter the era of innovation. With this in mind, the creation of a Faculty of Medicine in Sfax is to be studied within the framework of the next four year plan. The existence of sanitary and medical personnel in this region together with the increasing number of pupils in secondary education are factors encouraging this project.

T 60 Le Professeur Baouendi : "Il est important que les jeunes les plus brillants soient attirés par la recherche" (Professor Baouendi : "It is Important that the Most Gifted Students be Attracted to Research), *La Presse*, July 17, 1969.

This is an interview of Professor Baouendi who received a prize from the French Academy of Sciences for his research in Mathematics. Professor Baouendi announced the creation of a diploma of advanced studies in Mathematics allowing for a 3rd Cycle of teaching in which foreign professors will cooperate. This, he hopes, will attract the most gifted students. He underlines the importance of satisfactory material conditions (laboratories, good work conditions, tranquility of mind) necessary for research. He also states that it is necessary to encourage advanced research in third world countries, as well as in developed countries, research being considered as an international competition in all the branches of knowledge.

T 61 "Dès 1970, des Concours d'Agrégation en Lettres et en Sciences auront lieu à Tunis" (From 1970, Competitive State Examinations for Teaching Posts in Arts and Sciences will be Organized in Tunis), La Presse, July 16, 1969.

Mr. Ahmed Ben Salah, Secretary of State for the Economy and for Education presided over a meeting of teachers and directors of schools and faculties. The main questions discussed were the orientation of students upon their entrance into the University, organization of public courses and conferences in the Universities, the publishing of new student texts and obligatory courses of Arabic and of history of the national movement.

In addition, it was decided that from 1970, competitive examinations for Arts and Sciences, as well as theses for the doctorate degree will be organized in Tunis.

T 62 "Mr. Ben Salah : "Le choix d'une carrière doit obéir à deux facteurs : la décentralisation et la priorité aux secteurs vitaux de la Tunisie" (Ahmed ben Salah : "The Choice of a Profession should Obey Two Factors : Decentralization and Priority to the Vital Sectors of Tunisia), La Presse, July 16, 1969.

During a debate with the students from the Faculty of Law and Economics, Mr. Ben Salah reminded the students of their responsibilities as Tunisian citizens, and outlined some job possibilities open to the students : controllers in governmental enterprises, permanent secretaries of regional committees to coordinate the activities of the department of National Economy with those of the enterprises, and educators in the faculties. Mr. Ben Salah stressed that whatever may be the choice of the students, it should be based on the necessity for decentralization (the students have to accept positions in towns other than the capital) and on the fact that priority must be given to the main economical sectors of the country.

T "Modalités de Recrutement des Futurs Enseignants et des Futurs Médecins Spécialistes" (Recruitment of Future Teachers and Specialized Doctors), La Presse, July 6, 1969.

During a meeting of the members of the council of the Faculty of Medicine it was decided that :

1 - a competitive examination should be organized at the end of the 5th year of medical studies leading either to university careers or to medical specialization;

2 - a joint committee of the Faculties of Medicine and Sciences should be created to study the possibility of common programs in basic studies;

3 - A competitive state examination for medical teaching staff will be created in Tunis in 1970, in order to supply the Faculty of Medicine with teaching personnel.

T 64 Lelong, M. "La Réforme de l'Enseignement Supérieur en Tunisie" (The Reform of Higher Education in Tunisia), IBLA No. 123, Tunis, pp. 171-176.

The author gives the history of the University of Tunis which was created in 1960, and analyses the various degrees and laws which have modified its structures; he analyses, as well, its operation in relation to the economic, social and political development of Tunisia. The reform of January 24, 1964, was concerned essentially with providing more trained personnel. The system established by this reform directed students to higher education courses of shortened duration where they received training to become intermediate civil servants. Educational and agricultural fields were given priority.

ADULT EDUCATION

A "L'Alphabétisation et l'Education des Adultes" (Litéracy and Adult Education), Perspective Décennale de Scolarisation, Ministère de l'Education Nationale, Algiers, p. 27.

The government has decided, in accordance with recommendations made in the Charter of Algiers, to carry out functional literacy programs linked to vocational training and the social promotion of the illiterate masses. Algeria will receive aid from the Special Fund within the framework of an experimental literacy program launched by UNESCO.

An approximate estimate of the capacity of the National Literacy Center, foresees that 2,700,000 illiterates will be able to receive, in the ten years to come, the elements of instruction which are necessary for future vocational training.

Figuring that the education of one illiterate adult would cost about 25 DA, a total sum of 67,500 million DA would be needed for the next ten years to eradicate illiteracy among the major part of the active population.

It goes without saying that those citizens to be educated (270,000 per year on the average) will be chosen on the basis of criteria already defined : age, occupation, etc.

L 66 "Report on Workers'Education in Libya" International Labor Office, Geneva 1966, 46 pp.

In a report submitted to the International Labor Office, the Minister of Labor and Social Affairs emphasized that workers' educational activities are considered by the government as an indispensable part of the "Five Year Plan" devised to improve the social and economic conditions of the workers throughout the country.

The constant assistance and encouragement given by the Under-Secretary of State for Labor and Social Welfare was proof of his keen interest in the project. The Five Year Plan (1963-1968) adopted by the Libyan government estimates total expenditures for Workers' Education Centers during that period at L£ 250,000.

M 67 Le Veugle : "Sept Années d'Education Populaire au Maroc 1955-1962" (Seven Years of Public Education in Morocco 1955-1962), Confluent No 29-31, March-May 1963.

The author describes the work accomplished under the auspices of the Bureau of Public Education in Morocco. It is concerned with the continuation of adult education outside of vocational training centers. There is included the history of the Bureau, its realization and the results that it has achieved. The author concludes by studying the various problems that are posed, the training of qualified workers, the place of foreign technical aid and the importance of the general desire to modernize the country.

M 68 "Headway in Morocco", Times Educational Supplement, Vol. 2477, November 1962.

The author describes the imaginative way in which the government is seeking to resolve its education problems. A great effort is being made to reduce the amount of illiteracy by including all the illiterates in the program. One project being considered is the simplification of the Arabic alphabet. A special newspaper has already been created for ex-illiterates.

A considerable effort is also being made to include women in these programs.

M 69 "Alphabétisation et Enseignement des Adultes" (Literacy and Education of Adults), UNESCO, No. 265, Geneva, 1964, p. 124.

Literacy campaigns were still in the planning stages in 1964. The Ministry of Information, Youth and Sports will have to organize the education of five and one-half million people.

The method used will be based on about 1000 words. Teaching will be given by Koranic school teachers. The first stage of the campaign will last 3 months, the 2nd and 3rd stages will use "basic libraries" and radio broadcasts.

T 70 "Les Activités Culturelles jouent un Grand Rôle dans les Centres d'Alphabétisation" (Cultural Activities Play an Important Role in Literacy Centers), La Presse, July 9, 1969.

Those who complete the literacy courses given by the Institute of Adult Education, receive a certificate of social education (C.E.S.) of the 1st and 2nd degree, which is the same level as the 5th year of Primary Arabic Education. During the two first years that this program was in operation, 41,190 adults obtained their C.E.S.

Since last January, a literacy program on radio and TV has been broadcast for two and one-half hours a week; these broadcasts include courses in reading, writing, mathematics, history, geography and religious education. There were 700 auditors in 1968 and 3688 in 1969, divided into three categories : 1803 men and 248 women in the "centers directed", and in 86 "semi-directed centers". These centers were run by volunteers of the Destourian Party in the Houses of the People and in the local quarters of the Union of Tunisian Women. An experimental center and several pilot-centers were also operating, but they used only documents such as cards, reading books etc...

Conferences, films, theater clubs for adults help the national effort for adult education.

T 71 "Appel à Monsieur le Président de la République pour la Lutte contre l'Analphabétisme et Plan de Campagne" (A Call to the President of the Republic Concerning the Struggle Against Illiteracy and the Plan for the Campaign), Secretariat d'Etat à l'Education Nationale, Tunis, 15 pp.

There are in Tunisia two types of illiterates - the absolute and the relative.

a - the absolute illiterate is incapable of using the alphabet, that is,the fundamental techniques for reading and writing.

b - the relative illiterate, although familiar with the letters of the alphabet, is unable to use them either as a means of training and communication, or as a means of attaining a level of education corresponding to the final stage of primary education.

The campaign is directed first to the absolute illiterates and then to those who want to improve. It must be set up in such a way that it shows illiterate people the advantages of being able to read and write.

T 72 Bouhadiba, A. "Education Sociale et Développement" (Social Education and Development), Revue Tunisienne de Sciences Sociales, CERES, No. 14, Sept. 1968, pp. 69-91.

The author, an assistant professor of sociology at the University of Tunis, supporting the view that under-development is in the final analysis under-education, says that the social education campaign is one element of development. This article analyses the results of the literacy campaign undertaken at Sedjenane for 156 illiterate women and 103 illiterate men.

This campaign raised great hopes, economic motivations being the strongest. (The author notes that the Certificate of Social Education is generally overestimated by the young people). He suggests that to assure the full success of the campaign, social education and professional improvement courses should go hand in hand. In addition, social education should not include cultural poverty, but should aid people to rediscover their cultural heritage.

Generally, Mr. Bouhadiba recommends diversification of the pedagogical methods which he says must be adapted to the different social, economic and cultural situations.

TEACHER TRAINING

A 73 "Personnel Enseignant" (Teaching Staff), Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva, 1967, pp. 7-9.

The lack of teachers trained in normal schools compelled the Algerian Government to enlist monitors and foreign teachers. Algeria is still carrying on its effort for "Algerianization" of educational personnel at the rate of 80 % in primary education, 100 % in primary inspection, 43 % in secondary education, 64 % in technical education, 40 % in higher education.

After Independence, the great problem was that most of the teachers and monitors had insufficient professional qualifications .Study plans and obligatory training periods prepare them for special examinations : C.C.G.P. (Certificate of General and Professional Education) and C.E.P.E. (Certificate of Elementary and Primary Studies).

A special commission definitively reorganized the status of teaching staff with the view of coordinating the different bodies of educational personnel and of creating a logical hierarchy following the two criteria of general training and of professional qualification.

L 74 "Le Mouvement Educatif en 1964-65 : Personnel Enseignant" (The Educational Movement in 1964-65 : Teaching Staff), Annuaire International de l'Education, Vol. XXVII, 1965, UNESCO, p. 249.

In 1964-65, the teacher-pupil ratio was sufficient at every level of education. Teachers are trained in normal schools or are graduates of the University. There were 225 teachers who attended summer refresher courses and 99 others who attended courses in England. Teachers salaries were increased and were, in 1964-65, at the same level as those of other civil servants. Teachers are requesting the right to form unions.

M 75 "La Pénurie de Personnel Enseignant Primaire" (The Lack of Teachers in Primary Education), UNESCO, No. 255, 1963, pp. 117-121.

In Morocco the lack of primary education teachers, especially women, has been deeply felt since Independence in 1956. This lack of teachers is due to the intensive program to make education available to a greater number of people, to an increase of births, and to the movement to make primary education obligatory as soon as more classrooms and teachers become available. Because of the difficulty in finding Moroccan teachers, many of whom have no training, a large number of foreigners are employed. To remedy this situation, the Ministry of Education has taken special measures to enlist more teachers and to train them in accelerated courses.

The mass media (school broadcasts and T.V.) are also used, along with correspondence courses for both teachers and pupils. UNESCO sent a specialist, who will soon be replaced by a Moroccan, to give refresher courses to teachers. Assistance is greatly needed, especially for audio-visual and scientific material.

M 76 "Le Personnel Enseignant à l'Etranger" (Teaching Staff Abroad), UNESCO, No. 289, Geneva, 1966, p. 78.

Except for about ten teachers sent to the Moroccan cultural Mission in France, no teaching staff was sent abroad in 1966. Nevertheless, in the coming years Arabic-speaking teachers will be sent into some African countries. At this time, 9373 foreign teachers enlisted through the Moroccan Embassy in France, the French Ministry of Foreign Affairs or by direct contacts, are working in Morocco. Foreign teachers like national staff, are controlled by inspectors. They enjoy legal and material benefits (their gross salary includes a basic sum, a 33 % indemnity, a boarding indemnity and family allocations). Morocco will need foreign teachers during the coming years for all subjects taught in French.

Canada sends teachers for English and technical education, Belgium sends teachers for all branches of education, and Arabophone countries send teachers for Arabic.

T 77 "Formation et Perfectionnement Pédagogique du Personnel Enseignant" (Pedagogical Training and Refresher Courses for Teaching Personnel) Secrétariat d'Etat à l'Education Nationale, Tunis, 1963, 46 pp.

A radical educational reform was developed by the Tunisian government in 1958. The ten year scholarization plan established for the period from 1959-60 to 1968-69 went into operation in October 1959. Like other similar plans, it has provided for annual increases in the number of children attending school and for a corresponding increase in the number of school buildings. But the Reform also provides for the application of a systematic policy regarding the training of teachers, so that there will be a sufficient number of qualified teaching personnel. At the same time, pedagogical research is being carried out to ensure that Tunisian education will be adapted to the spirit and the objectives of the Reform, and to provide for the constant improvement of the general level of education.

TEACHING AIDS

M 78 "Plans d'Etudes, Programmes et Méthodes" (Study Plans, Programs and Methods), Le Mouvement Educatif en 1966-67, Annuaire International de l'Education, Vol. XXIX, UNESCO, Geneva 1967, p. 321.

Mathematics programs in the second year of Middle Courses remain unchanged except for the fact that they are now taught in Arabic. The curricula for history and geography were modified towards a more specifically Maghreban direction. Experimental scientific work provides an introduction to physical sciences.

The teaching of this new program is based on the direct observation method in order to develop the faculties of observation of the children and to train them to think.

T 79 "Textes Choisis de Français (A l'Usage des Classes de Troisième Année de l'Enseignement Moyen)" : Chosen French Texts (Designed for Classes of the 3rd year of Intermediate Education)

This book contains short texts mainly by modern authors, journalists or reporters whose styles correspond to that of the language as it has developed to this day. Since most of the texts are social or political in nature, the task of the teacher is to explain the social problems that they bring up. Some texts, such as those on family life and motherhood, are for girls in particular.

In fact, the book gives a cross-section of all sectors of modern life. Examples of some of the articles are : the life stories of President Bourguiba, Ibn Khaldoun, Dr. Schweitzer, and Einstein, Hiroshima - 6 August 1945, technical and agricultural achievements in Tunisia.

There are few explanations given at the end of the texts, because the authors of the book consider that at this level pupils should have a sufficient knowledge of the French language and should be able to work by themselves with the aid of a dictionary.

T 80 "Programmes Officiels de l'Enseignement Secondaire" (Official Programs of Secondary Education), Secrétariat d'Etat à l'Education Nationale, Tunis, 1958.

These programs include eleven brochures dealing with : the Arabic language, French language and literature, history and geography, civic and religious instruction, mathematics, natural sciences, physical education and shop and practical work.

The design of the book is such that the first chapter is always devoted to the reason for studying the subject. These programs help the teacher to plan interesting lessons.

T 81 Elayeb A. "Contribution à l'Etude des Fautes d'Arabe chez les Elèves du Secondaire en Tunisie" (Contribution to the Study of Mistakes made in Arabic by Secondary School Students in Tunisia), Revue Tunisienne de Sciences Sociales, CERES No. 13, Tunis, March 1968, pp. 63-128.

This article presented at the Second Conference on Linguistics held in Tunis in 1967, gives the results of a study of linguistics which was run by Mr. Elayeb, a professor of Arabic. Carried out with the intention of using the results to improve school manuals for secondary and primary education, the study entailed the examination of written work (156 copies in literary Arabic of work done by pupils in secondary schools and 171 copies by pupils in intermediate schools). First examined were written faults in syntax, morphology, orthography and their frequency. In the second part, oral mistakes were studied.

This study has pointed out the origin of the most frequent mistakes : the influence of dialectical Arabic and the influence of French. The discussions which followed the presentation of the paper at the conference are reproduced after the article.

T 82 Sida, V. "Guide de Pédagogie Pratique à l'Usage des Maitres des Pays d'Expression Française et des Pays Bilingues" (Practical Pedagogical Guide for Teachers in French-Speaking and Bilingual Countries), *Société Tunisienne de Diffusion*, Tunis 252 pp. Review in *IBLA*, No. 115, 1965, p. 318.

The author, who is a primary school teacher, studies the methods of teaching of each of the subjects offered in primary education in Tunisia. As well as providing lesson types, the author proposes solutions to the problems of teaching French to non-French-speaking African or Maghreban children. The work is followed by a bibliography.

RELIGIOUS EDUCATION

L 83 "Sheikh Debani Said that the University is Preparing a Well-Studied Plan to Enable it to Fulfill its Scientific and Cultural Mission", El Alam, April 4, 1969.

The Sheikh of the Mohamed ben Ali Senoussi Islamic University, Sheikh Abdul Hamid Attaya Debani, during an address to teachers and students of the Tahouna Religious Institute in East Libya, said that the University is preparing a well-studied plan which would benefit the religion student both theoretically and practically. A program of visits between students from institutes, schools and faculties is being undertaken in order to demonstrate to the students the progress, both scientific and cultural that has been made, and consequently to acquaint them with the Renaissance of modern Libya since Independence.

The Sheikh in promising to consider the requests made in a memorandum presented by the students, asked them to pursue their studies according to the moral principles of their religion, because they will be the future religious teachers of the country.

L 84 Rossi, *Libya* (Libya), Lausanne, 1965, 192 pp.

The author, after giving an overall glance at national education in Libya, goes on to give a more detailed report on higher education. The University, which was created in 1956, is located in two cities. Science and technology are centered in Tripoli, while Arts, Law, Theology, in short the Humanities, are offered in Benghazi. In addition there is the Senoussi University at Beida which gives an Islamic education similar to that available at the El Azhar University at Cairo. This university also provides primary and secondary education. Its director general has under his juridiction one hundred fifty koranic schools which number five thousand students throughout Libya. The twelve Islamic high schools have three thousand pupils, both boys and girls.

T 85 Lelong, M. "L'Enseignement Supérieur Islamique" (Higher Islamic Education), IBLA, No. 98, 1962.

The author analyses the decrees reforming the education given at the Zitouna University. He presents the new study programs, by year, and raises the question of how Islamic education fits into the larger context of the general culture. An effort is being made to plan research in the field of religous sciences, using modern work methods.

T 86 Lelong, M. "Les Manuels d'Enseignement Islamique" (Manuals for Islamics Education), IBLA, No. 113, 1966, pp. 271-280.

Tunisian education includes courses in Islamic training. New manuals for religious education have been published; these manuals present religious education in a modern perspective regarding spirit and methods of teaching, while at the same time remaining faithful to the Arab , Maghreban, Tunisian and Islamic culture.

The article is followed by appendices in which the author gives the contents of religious education manuals for the first, second, and sixth years of secondary education.

ARTISTIC EDUCATION

T 87 "Litterature et Télévision : Pour un Débat Plus Large" (Literature and Television : for a Larger Debate), La Presse, June 4, 1969.

The broadcast hosted by Rached Hamzaoui, Assistant Professor in the Faculty of Arts at the University of Tunis, and entitled "Our Literature and its Time", is an example of how everyone can partake in the culture of the country. By reaching a large number of people, it has contributed to the education of the people. It permits the "demystification" of literature by dealing with cultural problems otherwise discussed uniquely by members of small literary circles.

T 88 Hamzaoui, R. "Nous ne devons pas tomber dans le chauvinisme littéraire étroit" (We Must Not End Up With a Narrow Chauvinistic Literature), La Presse, July 31, 1969.

This article is an account of the conference held by Mr. R. Hamzaoui at the Seminar of Fine Arts held at Monastir. He analysed the situation of contemporary Tunisian literature and stated that it was drawing away from a western influence.

The author broached the subject of the Arabic language and affirmed that the weakness in the educational system, which is poorly integrated with contemporary research, leaves Tunisians unaware of the linguistic changes taking place in modern Tunisia.

T 89 "La Culture Arabe Déborde les Seuls Pays Arabes" (The Arabic Culture Engulfs Not Only Arab Countries), *La Presse* June 6, 1969.
At UNESCO House in Paris during May and June of 1969, experts and orientalists discussed Arab culture, its definition its development and its adaptation to the situation of the modern world. This exchange of views resulted in a new definition of Arab culture and enabled a program of studies and research to be outlined. This research will be carried out in the following fields : linguistics, philosophy, and literature. A program of translations, exchanges and distribution will also be undertaken.

SPECIAL EDUCATION

L 90 "Le Mouvement Educatif en 1964-65 : Services Auxiliaires et Activités Extra-Scolaires" (The Educational Movement in 1964-65 : Auxiliary Services and Extra-curricular Activities) *Annuaire International de l'Education*, UNESCO, Vol. XXVII, 1965, p. 250.
Social help deals with the education of children coming from deprived environments, with popular education and with youth movements. An Under-Secretary at the Ministry of Education, dealing specifically with school hygiene, enabled an improvement in the health of the pupils. Two school hygiene centers were opened in Tripoli and Benghazi, thus giving a doctor for 10,000 children. Children can take advantage of school meals and of free holidays in a seaside camp where they can learn swimming and physical education.

L 91 "Le Mouvement Educatif en Libye en 1965-66 : Services Auxiliaires et Activités Extra-Scolaires" (The Educational Movement in Libya in 1965-66 : Auxiliary Services and Extra-Curricular Activities), *Annuaire International de l'Education*, UNESCO, Vol. XXVIII, 1966, p. 257.
The Ministry of Health helped to create school hygiene centers in Tripoli, Benghazi and other districts, with itinerant medical teams composed of 1 doctor, 5 nurses and a car. Food help (meals at school) is intended to make up for the food deficiencies of children. This survey deals with deficient childhood environment, literacy and adult education. Although education of the female population is always increasing, it reached only 22.5 % of them in 1965.

M 92 "Services Auxiliaires et Activités Extra-Scolaires" (Auxiliary Services and Extra-Curricular Activities), Le Mouvement Educatif en 1966-67, *Annuaire International de l'Education*, Vol. XXIX, UNESCO, Geneva, 1967, p. 322.

The food help program is intended to improve the general nutritional state of the population. Practical and theoretical notions of nutrition and feeding are given beginning in primary education. School gardens were created and there are 1776 cafeterias that feed 200,000 pupils, with approximately 20 different menus including a daily distribution of milk. Material help (fellowships) amounted to 17,360,000 dirhams (+ 10.5 % since 1965-66). It will allow the training of the specialists needed by the country and of teaching staff. 500 cooperatives which sponsor meetings and special magazines were created to accelerate the civic training of the youth.

Children entering the 2nd year of the middle course, and the 1st and 3rd years of secondary education (52,000 in 1967) are administered psychological and vocational guidance tests.

T 93 "Une Institution Régionale de l'Education" (A Regional Institution for Education), La Presse, July 9, 1969.

The commission of social education held a meeting concerning the question of integrated social education. It appeared necessary to coordinate the activities of the regional structures in order to bring about a general mobilization which would ensure a more efficient use of both time and money. A regional institution will be created, supervised by the party including the several regional structures which will keep a certain autonomy. This institution will be in charge of the creation of a uniform activity program which will be applied by the regional structures, each one according to its specialization.

T 94 Lelong, M. "L'Institut National des Sports" (National Sports Institute), IBLA, No. 116, 1966, pp. 433-438.

After giving a history of the National Sports Institute, which was founded in 1957, the author analyses the theoretical, physical and sports education given at the Institute. Three schools and two centers form this institute. They are : l'Ecole Normale de Maitres d'Education Physique et Sportive (The Notmal School for Teachers of Physical and Sports Education); L'Ecole Normale de Professeurs Adjoints d'Education Physique et Sportive (The Normal School for Assistant Teachers of Physical and Sports Education); l'Ecole Nationale des Entraineurs (the National School for Trainers); le Centre Medico-Sportif (the Medico-Sports Center); le Centre de Documentation et de Recherche (the Documentation and Research Center).

In the appendix a table indicates the number of diplomas that were issued by the Institute from 1958 to 1965.

T SOURIAU C. "L'Arabe à l'Institut Bourguiba des Langues Vivantes de Tunis" (The Arabic at the Bourguiba School in Tunis), IBLA 1968, No. 121, p. 1.

Intensive evening courses in Arabic have been opened at the Bourguiba School, in the Summer, for foreigners interested in Arabic civilization but who need more practice in this language. Here they can learn Arabic as a modern spoken language within a largely arabophone environment. The author thinks that such courses will establish a link between students of Arab culture and the Arab people.

COOPERATION

Mag. 96 "Un Vocabulaire Maghrebin" (A Maghrebin Vocabulary) Jeune Afrique, No. 444, July 7-13, 1969.

During a recent meeting of the Maghreban Ministers of Education, held at Rabat, the problem of the standardization of a basic vocabulary for primary school students was studied. If the Ministers were able to agree on the creation of a true Maghreban Arabic, based on classical Arabic with the inclusion of some dialectical terms pecular to the four countries, a great step would have been made. The problem, however, still must be dealt with by specialists.

The Ministers, in making public the manner in which primary education is conceived in each of their countries demonstrated that their methods of approach are not the same. For example, in Tunisia, primary education is completely Arabized while in Morocco it is 75 % Arabized and in Algeria 50 %.

Other questions broached were : cultural exchanges between the Maghreban countries, the training of personnel, the standardization of education and a common orientation of studies on the history of the Maghreb. The Algerian Minister of Education felt that the teaching of mathematics should be Arabized.

The Ministers of Morocco and Algeria also took advantage of the occasion to strengthen their cultural agreements.

SPECIAL PROBLEMS

M 97 "Problèmes Scoalires au Maroc" (School Problems in Morocco), Etudes, April 1965.

This concerns a report on the influence of the economic and social environment on the pupils in the schools. The study was carried out in the region of Tanger. The family and school milieus are studied to determine the nature of their reciprocal relationship and their influence on each other. The conclusion is drawn that the economic and social milieu has a determining influence on the child.

M 98 Hérault : *Le Maroc à Visage Découvert* (Morocco Discovered), Paris 1966, 282 pp.

The author studies the large problems facing independent Morocco. On page 222 he deals with education. He describes the remarkable effort made by the government to make education available to more people. Concerning Arabization, he cites the words of Mr. Nacer El Fassi, Secretary General of National Education : "... we don't want Arabization just for the sake of Arabization, but we do want the education to remain a worthwhile education..."

On page 216, the author writes about "Tofola Chaabia " : a youth movement whose activities are directed towards education. Created in January 1956, the movement is oriented towards children from slums who have been more or less abandonned by their parents. Educational principles are adapted to the social milieu from which the children come. Efforts are also made to assist and advise the families.

T 99 Skik, M. "Les Auditeurs du Cours du Soir de Français de l'Institut Bourguiba des Langues Vivantes" (Participants in French Evening Courses at the Bourguiba School for Modern Languages), Revue Tunisienne des Sciences Sociales, CERES, No. 13, 1968.
(Notes from the Second Linguistics Conference, April 1967, pp. 149-171).

This article is the result of a social-linguistic study carried out on 371 Arabic-speaking members of a French class at the Bourguiba Institute. Each subject was interviewed. The study enabled the author to distinguish three essential functions of French in Tunisia - a cultural function, a psychological and social function, and a means of professional and social mobility.

The study opened the way for the development of a specific method of teaching French the object of which was to provide for the complete adaptation of the participants in the course, and as a result for the greatest amount of efficiency.

T 100 "Séminaire d'Economes d'Etablissements du Second Cycle" (Seminar for Home Economists of Secondary Education Establishments), *La Presse*, July 9, 1969.

During this seminar, discussions concerning nutrition were given by doctors and dieteticians. The topics were food hygiene, nutritional disease and nutrition of adolescents. Programs and surveys were discussed. The board of nutrition of the department of national education presented a critical survey on nutritional organization in secondary education establishments. A well-balanced and economical "menu-type" was then discussed.